

SOUTH AFRICA ECONOMY: AFTER APARTHEID



Date: To Be Determined

Grade: 10-12

Teacher Name:

Subject: World History, World Cultures,
Contemporary World Problems, Civics,
African Studies, Geography,
International Affairs, Law

1. Topic-

The economy and history of apartheid in South Africa.

2. Content-

A discussion of South Africa's current economic condition and the effect of apartheid on South Africa past and present.

3. Goals: Aims/Outcomes-

1. Apply economic concepts to a real-world example
2. Understand the political-economic connection of decision making at the national level
3. Learn about the system of apartheid as it was practiced in South Africa and actions taken to change it
4. Develop a chronology of recent events in South African history
5. Gain an appreciation for the unique methods used to bring about a non-violent change in a violent society, and the role played by economic sanctions
6. Explore changes that have come about since the end of this official policy
7. Gain appreciation for the techniques of a truth and reconciliation commission in trying to heal the wounds of a violent past
8. See how these events in South Africa have affected other areas of the world both through the use of economic sanctions and truth and reconciliation commissions
9. Analyze the significance of this election in light of South Africa's recent history

4. Objectives-

1. Introduce South Africa's economic condition work through module presentation.
2. Complete activity "South Africa After Ten Years of Freedom" originally created by PBS NewHour Extra

5. Materials and Aids-

Computer, projector, List of Key Words/Concepts, Key Words Teacher Key, NewsHour Extra Story: Ten Years After Apartheid, South Africans Face Jobs, AIDS Issues, Handout: "Apartheid in Practice," Handout: Matching

Exercise: Comparing Apartheid and Post Apartheid Times, Butcher paper and pens for timeline creation or board space and chalk

6. Procedures/Methods-

A. Introduction-

South Africa is celebrating its first decade (now over 15 years) as a free society as it experiences its third election in which the entire population is enfranchised. This lesson will allow students to gain some background in South Africa's recent history under apartheid and the post apartheid years. They will examine the current election and appreciate the electorate's decision in choosing leadership for the next five years.

B. Development-

1. Work through the PowerPoint, introducing South Africa's economic situation and the political nature of its economic choices
2. Focus on discussing the economic concepts taught
3. Conduct the "South Africa After Ten Years of Freedom" originally created by PBS NewHour Extra

C. Practice-

Time: Two class periods

1. What do students know about South Africa? Brainstorm and develop a list of familiar associations? Include the names of associations in the fields of cinema, song, sports, politics, headlines as well as any personal experiences or contacts.
2. Explain the most recent election in that country. Why did it make world news? To aid students in gaining background, familiarize students with the list of Key Words and Concepts. This is intended to be a group experience, involving research and sharing. As students research each term, they should understand the time period for which it applies. Encourage students already familiar with the terms to expand their knowledge by finding out new information. Have students use the NewsHour Web sites for background research.

This effort should be done in groups with students sharing their findings with others in the group. The objective is for students to gain some familiarity with South Africa's history, especially as it pertained to the system of apartheid. During the sharing, students should be encouraged to develop a timeline in this activity to see the progression of events. Group leaders may wish to organize the sharing chronologically within the group. Timelines should be made large enough for all to see and posted in the classroom. When completed, groups may wish to share their timelines with the rest of the class. Below is an example from the 2004 elections:

http://www.pbs.org/newshour/bb/africa/jan-june99/southafrica_elections.html

http://www.pbs.org/newshour/bb/Africa/july-dec98/southafrica_10-29.htm

http://www.pbs.org/newshour/bb/Africa/jan-june98/Africa_3-27.html

http://www.pbs.org/newshour/bb/Africa/jan-june98/south_Africa_3-26.html

http://www.pbs.org/newshour/bb/Africa/april97/south_Africa_4-8.html

http://www.pbs.org/newshour/bb/Africa/july96/mbeki_7-24.html

3. To get a feeling for the kinds of restrictions imposed during the Apartheid era, distribute and discuss the handout on "Apartheid in Practice." Obtain student reactions. Based on American values, what practices do students find particularly upsetting. How do conditions compare to the treatment of Blacks in the United States?

4. Some call it the miracle of South Africa: a country which some in 1990 thought would be the powder keg igniting a third world war. This year South Africa is commemorating its "first decade of freedom" showing the world a remarkable example of nonviolent change. The matching exercise which follows, Comparing Apartheid and Post Apartheid Times, can be done individually or as a class exercise where students walk around and find their match.

Pass out the Matching Exercise handout. The Items in column A indicate conditions in the South Africa under apartheid. Those in column B contain some of the changes which have taken place in the last decade. Cut out each of the statements in both columns A & B and color code to indicate the time period for each. Divide the class into 12 groups and distribute the clipped statements. Have each group walk around the class until they find the statement that matches theirs from pre or post Apartheid. Extra research on the topic may be encouraged to enhance the presentation. [Suggestions are shown in *italics*.]

For teacher: Answers to the matching exercise: 1 (D); 2 (C); 3 (B); 4 (E); 5 (F); 6 (A)

7. Assessment-

Procedures may vary according to the class. Students could be required to write an essay using all the key words and concepts with their own telling of the South Africa story. They may be encouraged to establish contact with students in South African schools or develop/create/analyze campaign posters used in the election. Some may wish to dramatize an interview with an older and a younger South African who reflect on the changes in the country and their personal reactions to them.

7. Extension-

1. Distribute and read the NewsHour Extra Story: Ten Years After Apartheid, South Africans Face Jobs, AIDS Issues. Reference is made to the problems which remain:

- Crime
- Widespread HIV/AIDS pandemic
- Unemployment
- Poverty
- Gangs
- Immigrant labor from poorer African countries competing for jobs
- An economy where the needs of the majority are still in need of improvement while the needs of the more privileged minority must be addressed to encourage them to remain in the country and continue to share their expertise and wealth

Using the story as a basic guide, use online resources to research South Africa's main parties. Online resources may include party Web sites or news stories. What proposals have the parties made to rectify the problems cited above. Report your findings to the class. Then, analyze the election results to see how the population feels about the issues and proposed solutions-- note regional differences in party affiliation. What might account for this? Review election analyses from African newspapers. Compare the findings.

2. The application of economic sanctions on the government of South Africa has been cited as one of the major reasons for the successful end of the apartheid regime. As a result, economic sanctions as a policy have been imposed on many other governments whose behavior went against norms of the international community, sometimes through the United Nations, sometimes in bilateral decisions. Research the range of situations in which

economic sanctions have been applied. Helpful is <http://globalpolicy.igc.org/security/sanction/> - an overview of sanction policies worldwide can be found at this site.

3. The process of creating a truth and reconciliation commission is not unique to South Africa. Countries which have undertaken this process include Argentina, Bolivia, Burundi, Chad, Chile, East Timor, Ecuador, El Salvador, Germany, Guatemala, Haiti, Malawi, Nepal, Nigeria, Panama, Peru, Philippines, Sierra Leone, South Korea, Sri Lanka, Uganda, Uruguay, Serbia and Montenegro (formerly the Federal Republic of Yugoslavia) and Zimbabwe. Which countries have developed a TRC following South Africa's experience with the process? Research the progress of these efforts. Helpful is the following Web site: <http://www.usip.org/library/truth.html>

8. Resources-

For teacher information:

(SANCTIONS: U.N. sanctions have been imposed on Afghanistan, Al-Qaida, Liberia, Sierra Leone, Iraq, Angola, Libya, Ethiopia & Eritrea, Rwanda, Former Yugoslavia, Sudan and Somalia. Non U.N. Sanctions have been imposed on Cuba and North Korea. The United States had imposed sanctions on as many as 75 countries at the beginning of 2001)

(TRUTH AND RECONCILIATION COMMISSIONS: Since the time of South Africa, the following countries have instituted a TRC: Ecuador in 1996; Nigeria in 1999; Uruguay in 2000; Peru in 2000; Sierra Leone in 2000; South Korea in 2000; East Timor in 2001; Panama in 2001; Yugoslavia in 2002.)

Additional Web Resources:

<http://www.doj.gov.za/trc/> - South Africa's official Web site for the Truth and Reconciliation Commission
<http://www.csvr.org.za/projects/truthcom.htm> - this Center helped in the TRC's creation and implementation
<http://allafrica.com/> - for current South Africa news stories
<http://adminet.com/world/za/> - numerous links to a wide range of selected topics concerning South Africa, including parliament, political organizations, stock exchange, tourist information, education, etc.
<http://www.gov.za/> - the Web site of the South African government
<http://ods-dds-ny.un.org/doc/RESOLUTION/GEN/NR0/243/56/IMG/NR024356.pdf?OpenElement>
- sample United Nations resolution against apartheid

8. Appendix-

Handouts and Keys on pages to follow.



TEN YEARS AFTER APARTHEID, SOUTH AFRICAN VOTERS FACE JOBS, AIDS ISSUES

April 12, 2004

Ten years after the end of apartheid, South Africans assess the state of their nation as they head to the polls for national elections.

On Thursday, South Africans will head to the polls to vote in the country's third democratic election since its independence ten years ago. The African National Congress, or ANC, South Africa's ruling party, is expected to remain in power.

The election coincides with nationwide celebrations of the tenth anniversary of the end of apartheid -- the policy of racial segregation enforced by South Africa's white minority government from 1948-1994.

South Africa since apartheid

For South Africa, a decade of self-rule has brought innumerable changes to the country, including a complete overhaul of government services, a democratic constitution grounded in human rights, and free press including newspapers, radio and television stations.

But the legacy of apartheid has not yet been obliterated in a country where half the population still lives below poverty level and where wealth remains divided along color lines.

The last ten years have brought vast improvements in housing, water and electricity, as well as political stability and international support, but South Africa is still, as Mbeki observed, a country of "two nations" -- one mostly white and rich, and one mostly black and poor. In addition, South Africa faces massive unemployment, rising crime, and -- especially devastating -- one of the highest rates of HIV in the world.

On Sunday, Mbeki told voters that his party would fight to overcome the problems plaguing the country.

"These are today's enemies that we must defeat in the same way we defeated apartheid," Mbeki said, according to South Africa's Sunday Times.

Mbeki has pledged to continue the work begun by South Africa's first president, Nelson Mandela, focusing on the rebuilding of the economy and infrastructure through existing policies and programs that encourage businesses, provide job training and empower the population.

“The task we will all face during the decade ahead will be to ensure the vigorous implementation of these policies, to create the winning people-centered society of which Nelson Mandela spoke,” Mbeki said in his State of the Nation address in February.

The opposition

But critics like Tony Leon, who heads the Democratic Alliance, the main opposition party in the South African Parliament, says that the ANC has done too little to help the South African people improve their situation.

Promising to create a million jobs and reduce crime, Leon, who is white, has set a goal of winning 30 percent of seats in the National Assembly for the DA, which has joined forces with the Inkatha Freedom Party, another opposition group, to woo voters away from the ANC.

Leon will most likely earn the majority of white voters’ support, but since whites only make up 13 percent of South Africa’s population, the real task for the DA is to win over the support of black voters.

Will they succeed?

The ANC, the party of former president and Nobel Prize recipient Nelson Mandela and current president Thabo Mbeki, is by far the most popular of the nearly 150 registered political parties in South Africa, where individual voters cast their ballots for parties rather than individual candidates.

Nearly two-thirds of South Africa’s 27 million registered voters are expected to stay in the ANC fold. The party may even increase its support base in rural areas like KwaZulu-Natal, thanks partly to the improvement of services in the region since the ANC took power, and partly to the decline of political violence, which allowed ANC to get its message to voters there for the first time.

Of particular concern is the response to the devastating toll HIV and AIDS is taking on the country. Mbeki raised a storm of international controversy several years ago by publicly expressing doubt about whether HIV causes AIDS (it does).

Antiretroviral medications are still widely unavailable to the 20 percent of the adult population that is HIV-positive, despite an ambitious government plan rolled out in February.

Estimates for the next ten years put the death toll from AIDS-related diseases in South Africa as high as 6 million.

By Amy Brill, Online NewsHour

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LESSON PLAN: SOUTH AFRICA AFTER TEN YEARS OF FREEDOM

HANDOUT: APARTHEID IN PRACTICE

(The following is taken from a booklet by the same name produced in 1976 by the Department of Public Information at the United Nations and distributed by their Centre Against Apartheid. It is a UN Publication: OPI/553)

Home, Family, Residence

1. An African who was born in a town and lived there continuously for 50 years, but then left to reside elsewhere for any period, even two weeks, is not entitled as of right to return to the town where he was born and to remain there for more than 72 hours, unless he has obtained a permit. If he does remain without a permit, he is guilty of a criminal offence punishable by a fine of up to R20¹ or, in default imprisonment for up to two months.
7. Even if an African was born in a town, has lived there continuously for up to 14 years and has worked continuously for the same employer for 9 years, his wife commits a criminal offence by living with him for more than 72 hours, if she has not received a permit to do so.
11. Whenever any policeman wishes and for any reason whatsoever he may inspect the dwelling occupied by a resident of the Evaton African township and may enter that dwelling at any time of the day or night.
12. No African, even if he has been lawfully residing in a town by virtue of a permit issued to him is entitled as of right to have his wife and children residing with him. They are permitted to reside with him only if they have been issued separately with permits to do so.
13. An African boy, aged 16, who has left school and lives at home with and is maintained by his parents but does not work, may, at any time, be arrested without warrant by a policeman who "has reason to believe that he is an idle person".
16. An African convicted of being in a city unlawfully for more than 72 hours may be removed, together with his dependants, by a policeman, acting under warrant issued by the court convicting him, to any place in a Bantu area where he has not lived before, and where he has no relatives or friends and no employment. The cost of such removal may be met from money found in his possession or "otherwise belonging to him".

Movement

51. Every African over the age of 16 must be in possession of a reference book (pass book). Any policeman may at any time call on any African to produce this book. An African who is unable to do so because he has left it at home is guilty of a criminal offence punishable by a fine of up to R20 or imprisonment of one month.

¹ R=rand, the South African unit of currency, which was equivalent to approximately U.S. \$1.20 at the time of publication in 1976

Work

57. A labour officer may, at any time, cancel the employment of an African who works in a town, no matter how long he had been employed, even though his employer opposes the cancellation. An African whose employment has been cancelled may be removed from the town where he worked and prohibited from returning to that town for such period as the labour officer specifies.

59. A white person living in a town who employs an African to do any carpentry, bricklaying, electrical fitting or the work which is classified as skilled and therefore “reserved” for members of the “white race” must have a special exemption granted by the Minister of Labour. Without such exemption, he commits a criminal offence punishable by a fine of up to R200 or imprisonment for one year or both.

63. An African factory worker who calls on other workers to strike for an increase in pay commits a criminal offence punishable by a fine not exceeding R500 or imprisonment for not longer than three years, or both such fine and imprisonment.

80. A white workman who is permanently totally disabled is entitled to a monthly pension based on his earnings; an African similarly disabled is entitled to a lump sum based on his earnings, but not to a monthly pension.

86. The Bantu Affairs Commissioner may cancel an African’s contract of employment whenever he considers his “continued presence in any particular Bantu [i.e. African] quarters to be undesirable”.

87. When an African’s contract of employment has been cancelled as described above, he may be sent back to his home in an African area.

Education

93. No school for African children may be conducted anywhere in South Africa unless it is registered by the Government. The Minister of Bantu Education has an unfettered discretion to refuse to register it, if he believes that its existence is not in the interests of the African people.

Contravention of this law is punishable by a fine of up to R200 or imprisonment for six months.

97. No white man may spend a few hours each week in his own home voluntarily teaching his African servants to read. If he does so, he is guilty of a criminal offense.

103. An African student who attends even a single lecture in a course at the University of Cape Town (a “white” university) without special permission of the Minister of Bantu Education is guilty of a criminal offence punishable by a fine of up to R200 or imprisonment for six months.

Marriage, Assembly and Association

104. An African who has lived continuously for 50 years in the town in which he was born is not entitled as of right to have an African friend visit and remain with him for more than 72 hours.

105. It is unlawful for a white person and a black person to drink a cup of tea together in a café anywhere in South Africa unless they have obtained a special permit to do so.

106. Without a special permit, no African professor may deliver a lecture at a white club, even at its invitation. If he does so, he commits a criminal offence.

107. If a black person (i.e. an Asian, or a Coloured person or an African) sits on a bench in a public park which has been set apart for the exclusive use of white persons, as way of protesting against the apartheid laws, he commits a criminal offence punishable by a fine of up to R600 or imprisonment for three years or a whipping of up to ten strokes, or any two of the three possible punishments.

109. If there is only one waiting room in a railway station, it is lawful for the station master to reserve that waiting room for the exclusive use of white persons, and any black person willfully entering it commits a criminal offence punishable by a fine of up to R100 or imprisonment for three months, or both.

117. If a white South African or a foreigner marries a Coloured woman abroad where such marriages are lawful, the marriage is void and of no effect in South Africa and the spouses may be prosecuted if they come to South Africa.

Opinion and Expression

137. A white man who tells a group of Africans that the apartheid laws are unjust and should be disobeyed is guilty of an offence punishable by a fine of up to R200 or imprisonment for one year, or both



LESSON PLAN: SOUTH AFRICA AFTER TEN YEARS OF FREEDOM

MATCHING EXERCISE: Comparing Apartheid and Post Apartheid

Column A: Conditions of South Africa Under Apartheid

1. An oppressive regime supporting violent repression of a majority Black and Colored population segregated into strictly enforced residential areas called townships in urban areas and Bantustans in rural areas with marked class differences [*Research Soweto, Langa, Khayelitsha, District Six*]
2. A country marked by violence and revengeful acts of atrocity by both sides to maintain or oppose the system [*Research Amnesty cases of the Truth and Reconciliation Commission; see Sharpeville massacre*]
3. The wealthiest economy on the African continent in which large and small multinational companies and government policies from the European Union, the Nordic Council, the Commonwealth, the United States and Canada showed their opposition to the regime by cooperating with a United Nations sponsored policy of economic sanctions, arms embargo, severe restrictions on trade and aid [*Research the economic sanctions process in South Africa*]
4. The threat of civil war to cause a regime change with military aid coming from both sides -- the United States and the Soviet Union -- during the Cold War years [*Research sources of military aid to the Nationalist government and to African National Congress*]
5. A country in which only people of European [Dutch and English] background -- less than 20% of its citizenry -- could vote [*Research voting procedures during the 1949 – 1994 years*]
6. Limited and crowded education existed for the majority of students (all those of color) producing a generation of radicalized Black youth leading protests, demonstrations and school boycotts [*Research the Soweto uprising*]

Column B - Conditions of Post Apartheid South Africa

- A. Ongoing efforts under way to adjust school policies, admission procedures, resources including computer instruction, student exchange programs, opportunities for post secondary education to growing numbers of students whose parents never had such options

B. Still the wealthiest African economy, though not the most populous, now supported by a large and growing number of foreign investors, the presence of a strong and growing multinational corporate sector as well as the presence of expanding Black and Colored business ventures

C. South Africa continues to experiment with a concept of restorative justice, which aims to move beyond retaliation for crimes committed during the apartheid era to understanding, forgiveness and cooperation, including removal of the death penalty

D. Legislatively there are more equal opportunities for all its citizens; some integrated residential areas exist for those who can afford them

E. A new constitution hailed as one of the world's most enlightened, a Truth and Reconciliation process aimed at healing the wounds of apartheid as perpetrators and victims came forward to tell their stories and receive amnesty for their wrongdoings, a multiracial Parliament, a functioning multiparty system with successful participation by political parties previously declared illegal and ineligible, and a thriving free press

F. South Africa is holding its third election in its "first decade of freedom," as the current President has called it, allowing participation by all of South Africa's citizens with 89% voter turnout recorded for the last national election in 1999.



LESSON PLAN: SOUTH AFRICA AFTER TEN YEARS OF FREEDOM

Key Words/Concepts

Apartheid:

Population by ethnicity:

Population by rank compared to other African countries:

Township/Soweto, Langa, Khayelitsha, District six:

Nelson Mandela:

Frederic W. DeKlerk:

Desmond Tutu:

Steve Biko:

Thabo Mbeki:

Pass system/pass laws:

Bantustan/Tribal homeland:

Economic sanctions:

African National Congress:

Nationalist Party:

Democratic Alliance:

Inkatha Freedom Party:

Racial classification/restrictions vs. privileges:

Truth and Reconciliation Commission:

Reparations/Amnesty:

1996 Constitution of the Republic of South Africa:

Sample Apartheid laws:



LESSON PLAN: SOUTH AFRICA AFTER TEN YEARS OF FREEDOM

Teacher Key -- Key Words/Concepts

Apartheid – the policy of institutionalized racial segregation and political and economic discrimination against blacks, those of mixed race and Asians enforced by the South African white minority government under Nationalist Party rule from 1948-94.

Population by ethnicity – 79% African; 12% White; 9% Colored; 3% Asian/Indian. The country has eleven official languages including English, Afrikaans, and nine Black African languages. The English culture is the dominant influence among the white population, while the culture of the urban black population reflects multi-ethnic influences.

Population by rank compared to other African countries – South Africa has the continent's fourth largest population of approximately 41.3 million people. Nigeria has the largest population on the African continent, followed by Ethiopia, Democratic Republic of Congo and South Africa.

Township/Soweto, Langa, Khayelitsha, District six – a living area reserved exclusively for Black or Colored populations located near urban areas. Sometimes up to three hours a day have had to be spent commuting from the township to a person's job in the city.

Nelson Mandela – leader of the African National Congress; proponent of resistance to apartheid system (changing from a supporter of violent to non-violent methods) who upon his release from twenty years of imprisonment was elected South Africa's first Black President.

Frederic W. DeKlerk – leader of the Nationalist Party and President of South Africa who freed Nelson Mandela and worked with him towards the elimination of apartheid, becoming his first Deputy President during President Mandela's term.

Desmond Tutu – Anglican Bishop who supported and encouraged economic sanctions and worked towards the creation of a Truth and Reconciliation Commission which he chaired.

Steve Biko – student leader of the Black Consciousness movement which rallied many students in opposition to apartheid; once killed he became a martyr to the cause of liberation.

Thabo Mbeki – Nelson Mandela's Deputy President who was elected President when Mandela stepped down.

Pass system/pass laws – a mandatory requirement imposed on all Africans who had to carry a pass book with them at all times with details of work history, personal information and imprisonment to be shown to any authority who asked for it at any time.

Bantustan/Tribal homeland – small rural areas reserved for African tribal groups where they were required to live. Though 75% of South Africa's population, only 13% of the total land area was set aside for the tribal homelands.

Economic sanctions – a policy ranging from the selling of stock in a South African company, the closing of a multinational corporate activity which operated inside South Africa, trade and aid restrictions, embargo on products made in South Africa imposed by various governments and corporations in an effort to end the apartheid system.

African National Congress – the oldest political party of many South Africans which was the primary opposition force in South Africa. Though declared illegal in 1960 it continued to exist underground and carried on a violent strategy of small hit and run attacks against the government during the 1980s. The party had as its leaders Nelson Mandela and Thabo Mbeki and won 65.5% of all the seats in the 2001 National Assembly election.

Nationalist Party – the party primarily of the Afrikaner population which imposed the policy of apartheid on the country when it gained power in 1948.

Democratic Alliance – an opposition party in the current election.

Inkatha Freedom Party – the party of the Zulu tribe located in the KwaZuluNatal province which did not agree with the ANC and offered alternative policies.

Racial classification/restrictions vs. privileges – see handout on Apartheid in Practice for examples

Truth and Reconciliation Commission – Created once President Mandela took office and chaired by Archbishop Desmond Tutu, this Commission heard the testimony of thousands of South Africans involved as victims or perpetrators of crimes, decided on amnesty for those who confessed their crimes and were truthful. They also advocated for reparations for victims yet to be awarded by the government.

Reparations/Amnesty – a policy of money allocations granted to victims of crimes committed by authorities during the apartheid era. Moneys have yet to be allocated to them by the government. People who committed crimes during the apartheid era and fully confessed to all their wrongdoings were absolved of any punishment and allowed to resume their lives by the TRC.

1996 Constitution of the Republic of South Africa – one of the most progressive constitutional documents created in a very transparent process involving many months of town meetings, radio debates, and written suggestions from individuals and political party representatives from all

walks of life. It is considered the most comprehensive human rights oriented constitution in the contemporary world.

Sample Apartheid laws – please see handout of Apartheid in Practice