



Migration Concerns in South Africa: The Search for Local and Regional Solutions

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This curriculum Unit is recommended for:
African American Studies Students in Grades 9-12

Keywords: Migration, South Africa, Apartheid

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this Unit.

Synopsis: This curriculum unit represents a significant addition to the African American Studies curriculum. In this unit, students will analyze push and pull factors of migration and will begin to gain a sense of empathy for the migrant experience, which is important given the increasing globalization of our society as we move forward in the 21st century. Students will then study the history of Apartheid in South Africa comparing this history with the history of the US Civil Rights Movement. Students will then analyze the causes and effects of migration of the peoples of Africa to the country of South Africa, assessing reasons as to why people choose to migrate there. Lastly, students will debate the effectiveness of South African economic, political, and social progress in the post-Apartheid period, and will take informed action, viewing the experiences of South Africans as an opportunity to write to members of Congress about changes that need to take place when it comes to American immigration policy.

I plan to teach this unit during the coming year to 50 students in African American Studies.

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Introduction

In a majority of social studies courses taught in high school, the information learned is a repeat, or a more in-depth analysis, of content that has previously been studied. Furthermore, a majority of social studies classes tend to take a traditional “Westernized” approach, covering key historical figures and events through the lens of major world powers, such as Europe and the North America, as just two examples. The curriculum also tends to be “whitewashed,” referring to the fact that much of the curriculum neglects minority groups. Oftentimes, students struggle to find a connection with “a bunch of dead white guys.” Being the teacher of African American Studies has provided me with a unique opportunity to break this mold, exposing students to cultural, economic, geographic, and social differences between western nations and Africa.

For this curriculum unit, I have chosen to focus on the factors that lead people to migrate within Africa, as well as the limitations placed on migrant groups. I have chosen this as my seminar topic for several reasons. The first reason I chose this topic has to do with its relevance to today, and to the past of everyone. As a country, we are a nation of immigrants, so most everyone has a tie to immigration. However, what is not often discussed in history courses are the reasons why people choose to migrate within their own country, or to a foreign country, and the contributions of immigrants to their new locations. This is especially important for students going forward as the number of immigrants coming to the United States is certain to increase in the coming years, making it increasingly important for students to value contributions of others who do not look like them, or who practice different customs and traditions than themselves. I want my students to be globally conscious citizens. This is particularly important in the twenty first century as students will be leaving school stepping into an ever-globalizing economy. Working cooperatively and empathizing with others around the world will set my students up for success, no matter where they go with their future. Furthermore, the topic of African migration interested me because it is such a hot topic in today’s news, and I wanted to explore the topic beyond the surface level in Africa, and move beyond the Westernized version of the American curriculum to increase my own knowledge of migration on a global scale.

Reasoning and Rationale

One of the primary goals that I have for my students is to allow them to gain a sense of empathy for the immigrant experience. This goal is particularly important as it relates to today’s political climate, and many of the stigmas that surround immigrants. My goal in creating this unit is to break that stigma for students, allowing them instead to see reasons why people choose to migrate as valid, and to allow students the opportunity to value the contribution of immigrants to their host societies. Another goal that I have in teaching this curriculum unit is to allow students to see themselves in the curriculum, particularly as it pertains to minority students in my class. Too often African American students’ only exposure to their culture in the curriculum is in relation to slavery and to the civil rights movement, with individuals such as Martin Luther King

Jr. highlighted time and again. By only having exposure to this lens of their history, African American students often see their history as insignificant. My goal is to change this perception for students, and to allow them to have a sense of pride about their ancestry.

Student Demographics

Northwest School of the Arts is a very diverse magnet school located just outside of uptown Charlotte. Students come to the school with an interest in the arts, and have to audition for admittance to the school. Students come from a wide variety of socioeconomic and racial backgrounds. The population is generally very accepting of differences amongst their peers. This acceptance comes due to the fact that a majority of students fall somewhere along the LGBTQ spectrum, allowing these students to have a greater sense of empathy towards their diverse peers.

The same qualities apply to the 34 students in my African American studies courses, with an average class size of 17. Students in the class range in age from 14-18, as the course is an elective course, meaning anyone in grades 9-12 is able to take it. Racial breakdown for the students enrolled in the course is as follows: 74 percent African American, 15 percent white, and 11 percent Hispanic/other. The demographics and characteristics of my students have greatly informed my unit topic. Seeing as how my students possess empathy for others in the US context, I feel it is important that students develop this positive trait on a global scale. The composition of my students also informed my choice of the curriculum. With the majority of the class identifying as African American or Black, it was important to me that students had the opportunity to see people who look like them in the curriculum, and the positive contributions they were able to make related to the history of Africa.

Unit Goals

Through this unit on African migration, it is my hope that students will not only take away knowledge of African migration patterns, and the factors that can lead individuals or families to migrate, but will instead relate to this topic on a global scale and take action in their local communities. This will allow students to look at migration through a critical lens, analyze its pros and cons, while increasing students' sense of empathy towards diverse groups in society, both today and into the future. These goals connect closely with several historical, geographic, economic, and civics standards in the curriculum for the course. For further details on this connection, refer to Appendix I.

Content Research

When it comes to the study of migration patterns within Africa, the one thing that is for certain is that reasons for migration in Africa are complex and diverse. Reasons for African migration also tend to vary depending upon the region. Some individuals migrate out of Africa, to Europe and to the Americas. However, a common misconception when thinking of African migration is that migration to the Americas and Europe constitutes a majority of migrants, when this is not the case. A majority of migrants in Africa tend to migrate within the continent, moving from country to country. There is also a stereotype that migrants are poor, destitute, and uneducated, when the reality is that many migrant groups are highly educated and oftentimes come from an emerging

middle class. Many migrants are also creative and innovative, as evidenced by the number of less risky methods used to move onto the European mainland. A number of migrants use tourist visas, false documents, and hide in vessels to gain access to the country. The majority enter the continent legally, then overstay their visas.

Furthermore, the number of people that do make the trek to Europe is much smaller than what is commonly believed and is reported by the members of the media. Media perceptions make the number seem as though millions of Africans make the crossing each year, when the reality is that the number is somewhere between 65,000 to 120,000 each year from North Africa.¹ This number is actually quite small from a percentage standpoint when you consider the total number of migrants moving through the region measures in the 3 to 4 million range.² The reality is that the majority of migrants in the region are moving between countries on the continent. This counters common views that reduce North Africa to a “transit zone, waiting room, or springboard to Europe.”³ In fact, a considerable number of migrants prefer to stay in North Africa as a more sustainable option, as opposed to returning to their more unstable home countries. This can be evidenced by the fact that in 2008, roughly 100,000 African migrants lived in Mauritania and 1 to 1.5 million lived in Libya.⁴

A number of policies put into place can be pointed to when it comes to migrants deciding to stay in Africa as opposed to making the trek to Europe. Many migrants choose to make the trek across the Sahara and northward from the sub-Saharan regions of Africa into places such as Libya. Between 1992 and 2000, an air and arms embargo was placed on Libya by the United Nations Security Council. The unintended consequence of this embargo was a change in Libyan foreign policy which was suddenly friendly towards immigrants entering from the African mainland, particularly welcoming immigrants from West Africa and the Horn of Africa. These incoming Africans were used to fill local labor shortages and contribute to the revitalization of underpopulated desert regions. The number of African migrants living in Libya reached as many as 1.5 million, though this decreased after the ouster of Muammar Gaddafi in 2011.

However, this is not to say that external factors play a positive role in the development in African migratory patterns all of the time. Migratory patterns within Africa tend to vary from region to region, and tend to vary among different demographic groups, often times depending on governmental policies implemented within the region. Such is the case when it comes to analyzing modern phenomena in South Africa. Even though it has been over two decades since the abolition of Apartheid, South Africa remains inherently associated with this system of racial segregation and minority rule. Under the Apartheid regime, immigration from “white” countries was actively sought and played an important role in ensuring the survival of the minority regime. The Aliens Control Act of 1937 explicitly demanded that immigrants be “likely to become readily assimilated” with European inhabitants in South Africa.⁵ The system was known as the two-gate system: the front gate to attract white immigrants and a back gate to allow temporary workers to meet economic demand, drawing on bilateral agreements with neighboring countries that precluded settlement and family reunification.⁶ The racial criterion was toned down in 1986 under international pressure, with a requirement to assimilate to any population group. Implementation was opaque, however, and the 1986 amendment did not change the practice of racial selection. What is more, the South African state did not have the capacity to enforce the back gate to restrict immigration numbers in the long term.⁷

South Africa's wealth and relative stability tend to attract cash, information, and goods from a wide range of countries, including China, South Asia, Mozambique, Cameroon, Nigeria, and Somalia. Despite this vast network of resources from which to pull, a majority of migrants in South Africa tend to migrate from within the continent itself. Unfortunately, in the case of South Africa, nationals (migrants moving within the country) do not always possess the necessary skills to contribute to South Africa's growing middle class. This is where non-nationals (migrants entering the country from another region) step in to fill the void. Government regulations have placed severe limitations on the number of non-nationals allowed to enter the country. A large portion of these policies can be traced to the history of Apartheid in the country.⁸

Rather than look at the economic benefits of non-nationals entering the country, government efforts have instead focused on economic and physical security of those already in South Africa, and the security of human rights and asylum seekers. Numbers for those seeking asylum have increased due to the fact that in South Africa, those seeking asylum have the ability to work right away, as opposed to being placed in camps as would be the case in many other African countries.⁹ While many would consider this to be a positive from a social standpoint, particularly when it comes to those involved in the 2008 Zimbabwean crisis, the result has produced an economic gap for the South Africans, with government policies playing a key role in its production. For example, the South African government sets Black Empowerment Employment targets in the region, meaning companies are required to seek out natives of South Africa, or domestic migrants to fill their labor force.¹⁰ Certainly, this is good policy for creating a sense of national pride within the region; however, the skills gap among native South Africans naturally lends itself to a labor shortage. In addition, the South African Development Community has decided to restrict recruitment of medical professionals within the region.¹¹

Further complicating the situation in South Africa is the nation's struggle to consider the implications of international migration at the local and municipal level, instead seeing the migration issue as a national level concern. Many officials tend to ignore the impact of migrants in their region entirely. A key factor in determining the allocation of resources in the region tends to rely on census data, which is oftentimes skewed downward when it comes to population trends. South Africa thus plans for a static and stable population within the region, as opposed to the actual growth. As a result, the South African Treasury department does not allocate sufficient funds for major cities, and even fewer resources are devoted to their suburban surroundings. Housing, education, transportation, and water needs are simply not being met in a large number of cases.¹² In analyzing migration in South Africa, it is safe to say that a lack of recognition of the contribution of international migrants, government restrictions on migration policies, and the misappropriation of resources from the government have played a pivotal role in terms of the effect on migrants within the region today.

In addition to the above factors, a number of demographics, cultural, and socioeconomic factors in particular play a pivotal role when it comes to who is able to migrate in Africa and who is not. For example, poor and very poor individuals tend to migrate more than non-poor individuals. Males who are single and young are particularly more likely to migrate, as are individuals with higher levels of education. Even with blanket statements such as these, there are complexities and nuances. Most poor or very poor individuals tend to move for economic

reasons, whereas more highly educated individuals tend to move for betterment of conditions for their family due to their place in society. However, regional differences make such generalities impossible to apply to the whole of the continent. For example, in Egypt, individuals who move to escape poverty are more readily able to improve their status in life as a result of migration. Contrast this with Ghanaian migrants, who tend to have a very difficult time changing their economic status regardless of where they move.¹³

Meanwhile, in South Africa, migrants tend to be at a disadvantage on all levels. “Poor (still largely black) South African nationals see foreign Africans as competing with them for jobs, housing, and other services and resources to which they themselves feel entitled, while wealthier South Africans, black and white, resent [paying taxes to support immigrants]. ... At the community level, this produces xenophobia. ... That migration to South Africa remains heavily male-dominated likely contributes to both a perception and the reality of foreign men forming intimate relationships with South African women.”¹⁴ Certainly, history and the economic status of the country play a key role in the relative success of migrants throughout the continent.

Regional customs and traditions also tend to play a role in migration, particularly in urban areas. Matrilineal, or mother dominated, family structures tend to allow for more flexibility in migratory patterns within their family structure.¹⁵ This is due to the fact that in the traditionally male-dominated African family structures, families oftentimes follow the father’s migratory pattern. In a patrilineal, or father dominated society, the father is expected to move into the city to work and provide for the family. Kinship ties within the families also tend to be less in the male dominated family structures, making it increasingly difficult for family members to migrate away from the villages. Matrilineal family structures stand in stark contrast to this. Kinship ties tend to be much closer, making it much easier for family members and mothers to transition from city life back to life in the village, allowing for increasing migration among the family members around the mother. In turn, this leads to segregation of adolescents from the traditional family structure, allowing for a greater influence of the local community surrounding adolescents, as opposed to the traditional kinship groups encountered in male dominated family structures. In short, the cultural context in a matrilineal society “enhances, rather than limits, individual choices; which expands rather than contracts, the range of individuals with whom he interacts; which may be seen as a form of anticipatory socialization for urban life.”¹⁶

To say that migration within Africa is complex would be a massive understatement. Family structures government policies, economics, as well as simple bias against perceived outsiders, all tend to provide significant barriers to migration within Africa. However, this does not mean that there is no reason for optimism on the continent, both now and in the future. A growing body of evidence is beginning to surface regarding improved relations between Africans and the Chinese, despite the oft frosty relations between the two regions, which have oftentimes resulted in xenophobic violence, particularly in Lesotho. However, the opposite seems to be the case in South Africa, with the Chinese remaining largely unaffected when it comes to the issue of colorism in the region, falling between blacks and whites on the color spectrum, meaning they are neither insiders nor outsiders within the country, thus allowing them to be spared from xenophobic violence. 64.2 percent of South Africans responded positively when asked whether relations with China were beneficial, versus 49.8 percent from Lesotho who responded positively to the relationship.¹⁷

Trends remained similar when discussing perceptions of Chinese migrants entering the country. 31.2 percent of people in Lesotho found Chinese migrants unfriendly, versus just 4.6 percent of South Africans who felt they were unfriendly. Areas of tension in Lesotho tend to revolve around the textile and garment industries, with perceptions of the “bad Taiwanese employer” lingering, despite efforts to mitigate the number of Chinese present within the region.¹⁸ Competition in small business has also left a bad taste in the mouth of people in Lesotho, as many Chinese have been able to undercut the prices of local businesses, putting many of them out of business. Lack of exposure to other migrant groups also contributes to the poor relations between the two groups within the region, thus making the Chinese an easy target for the ills of the region.¹⁹

In South Africa, a more balanced approach is taken in regard to the Chinese. Complaints about the Chinese tend to revolve around government policies and human rights abuses, with only a periodic flare up about the migrants specifically. A shared experience makes a large difference within the South African context. Shared spaces in markets existed between South Africans and the Chinese for many years. The Chinese were also among the first to integrate in schools in the country. The simple fact that South Africans have had repeated and continued exposure to the Chinese allows for their toleration within the country; Chinese migrants are still seen as the other in South Africa, but not as the hated other.²⁰

While one can see signs for optimism among migrant groups, these signs tend to be few and far between. Matrilineal societies tend to be the exception to the rule. And South Africa’s ethnic diversity and economic development leave the country in a unique position relative to the rest of the continent. It is safe to say that the difficulties encountered in South Africa are certainly more pronounced than in other regions on the continent, where governmental policies, familial customs, demographic and socioeconomic factors, and economics place limitations on who constitutes a “welcome migrant” versus an “unwelcome migrant.” Factors that could lessen this gap would include a greater diversity of educational experiences, particularly among those who live in rural areas, and a greater acceptance of non-traditional family structures to allow for further upward mobility of a greater percentage of the African population. This would in turn allow for greater acceptance of migrants across the continent, increasing the likelihood for economic success amongst a diverse range of the populace.²¹

Teaching Strategies

Geography

One of the topics that my students and I struggle with the most has to do with the geography of the continent of Africa. Therefore, I will meet my students where they are, having them label the country of South Africa, while at the same time having them record the countries that have been colonized around the continent later in the Unit. To make the connection with migration, I will then ask students the following question: What effect do you think colonization had on migration? This question is intentionally asked to get students intrigued about the topic, while also getting them thinking about how outside influences can influence internal migratory patterns within Africa. Students will also label a map of South Africa, searching for and labeling five

migratory patterns within the country, while simultaneously writing about the causes for these migrations, and the effects they have had on the region.

Creative Writing

Students will then complete a creative writing assignment where they will be asked to put themselves in the shoes of an African migrant. The purpose of this assignment is to allow students to gain a sense of empathy towards the experience of migrants, which could be another potential struggle when teaching the unit.

Note taking

Students will also take notes on pre-colonial Africa through the modern day in intermittent phases throughout the unit, also looking at push-pull factors that lead people to migrate in general. The purpose of this is to provide students with the necessary background to delve deeper into information about migration later in the unit.

Videos, quote analysis, and reading

Students will also be given a myriad of information related to Apartheid in South Africa, including a documentary representing the history of Apartheid within South Africa. This is necessary for students to learn because it helps to set the stage for how migration develops in South Africa. Once the stage is set, and the background to migration issues discussed, we will begin looking at migratory patterns and issues faced in South Africa by completing stations readings, while also analyzing excerpts from Trevor Noah's book *Born A Crime: Stories from a South African Childhood*. Students will watch video clips first about migrants in Africa, answering questions about the clips related to migratory issues faced by those migrating in and out of Africa.

Group Projects and Writing Prompts

I will ask students to conduct research and put together presentations about migratory patterns in Africa, specifically looking at a list of countries curated by myself. I will also provide students with a list of reliable websites to consult when conducting their research. Students will be required to include the following information in the presentation: a brief history of the development of their country, a list of ethnic groups of people living within their country, a description of relations amongst these groups of people, a discussion of what factors play a role in these relations, and an explanation of how migration is affected as a result of these relations. Students will then share their presentations with the rest of the class.

As a culminating activity, students will write on the following topic: What factors lead to tensions and/or friendly relations between different ethnic groups as a cause of migration? Explain how these factors impact the relations between the different ethnic groups, and the future implications of these relations on migration. A rubric will be used to ensure an in-depth analysis of the topic.

To allow the unit to take on additional meaning for my students, I will then ask my students to offer solutions to apply what they have learned about migratory issues in South Africa to the United States context by writing to members of Congress about issues and solutions regarding the current immigration crisis. Students will be allowed to present their solutions in several ways, including propaganda posters, poetry, YouTube videos, or letters. As the teacher, I will forward these resources to our state members of Congress, with the hope that students will receive a response so they can feel they have really made a difference through their studies.

Instructional Implementation

One of the major challenges facing history teachers is getting students convinced that the history they are studying actually matters and can make a difference to people living today. With these challenges in mind, I have decided to start my unit on migration in South Africa with the basics of migration, while also allowing students the opportunity to empathize with the migrant experience. The first day of the unit will ask students two essential questions: What factors encourage people to migrate? What challenges do migrants face? To get the unit started, students will be asked these two essential questions as a warm-up for today's lesson. Students will reflect on their answers to these questions at the end of the lesson. Students will then take notes on the push and pull factors of migration, while also analyzing some statistics regarding migration in general. Students will then watch two videos where they will answer questions about migrants from South Africa who are being interviewed about their experiences migrating. The purpose of showing these videos is to allow students to put a face with migration and to further students' understanding of migration experiences, understanding that each experience is uniquely different in terms of the individual's reasoning and rationale for migration.

Prior to reflecting on the essential questions before leaving, students will randomly draw from a hat to determine their scenario as a migrant in Africa, as determined by the teacher. Students will write as if they are that migrant around the following questions: What are your reasons for leaving? What considerations did you have to make prior to leaving? What were your struggles or challenges along the way? Who is coming with you and why? What supplies are you bringing with you if you can only bring five items with you? Did you make the journey? Explain factors that determined whether or not you made the journey. A secondary purpose of this introductory lesson is to get students to have a sense of empathy towards the migrant experience to address one of the secondary challenges I anticipate with this unit. This challenge involves the simplistic, singular narratives some of my students will come into this unit with based on more current accounts of migrants from the mainstream media.

For the second day of the unit, students will learn about the history of Apartheid in South Africa by watching a documentary and answering questions about the documentary. Students will also draw parallels with the history of the United States Civil Rights movement during this time period to keep them interested in the relevancy of the topic. The history of Apartheid is important for students to know in this unit because many of the significant events from Apartheid play an integral role in the development of migration policy within South Africa, which will be discussed in great detail later in the unit.

Day three of the unit will consist of students completing a brief review quiz based upon what they have seen so far in the Apartheid documentary to assess student understanding of the issues of Apartheid. Students will then finish the documentary, and I as the instructor will answer any questions students may have related to the impacts of Apartheid on modern day South Africa. Students will then begin to delve into migration in South Africa. Students will begin this activity by labeling the different regions within South Africa. I will then have students complete a three-part assignment related to migration in South Africa. Students will draw arrows from five different countries that send migrants into South Africa, and will be asked to explain the following in a cause and effect chart: What are the causes for this group of citizens to migrate into South Africa? What are the effects of this migration into South Africa, both for the migrants as well as the citizens of South Africa? Analysis of these issues will allow students to see for themselves issues during Apartheid that will continue into the post-apartheid period

For the fourth day of this unit, students will look at South Africa in the post-Apartheid period. Students will be tasked with reading one of two articles about post-Apartheid South Africa. One article will focus on the positives and the successes of South Africa, while another article will focus on the struggles of the post-Apartheid period. Students will then debate the following question: To what extent was South Africa successful in addressing the issues of the post-Apartheid period? Further questions for students to follow up on are available in Appendix VI. Students will further explore the post-Apartheid period through an analysis of quotes from Trevor Noah's book *Born a Crime*. This quote analysis will allow students to also explore the issue of colorism in the country, make connections back to how this came about as a result of Apartheid, and the effects that colorism has on social and economic migrants in regards to relations to others in South Africa.

The unit will culminate in students participating in a Socratic Seminar on the unit, focused around the essential questions from the start of the unit, as well as additional discussion questions surrounding the unit. Students will participate in this seminar using a game-based strategy called "Socratic Smackdown," where students will use specific discussion prompts to earn points for their team. In the middle of the seminar, students will have a chance to reflect on their performance, helping their teammates to improve.

Notes

- ¹ De Haas, Hein. “The Myth of Invasion: The Inconvenient Realities of African Migration to Europe.”
- ² De Haas, Hein. “The Myth of Invasion: The Inconvenient Realities of African Migration to Europe.”
- ³ De Haas, Hein. “The Myth of Invasion: The Inconvenient Realities of African Migration to Europe.”
- ⁴ De Haas, Hein. “The Myth of Invasion: The Inconvenient Realities of African Migration to Europe.”
- ⁵ Segatti, Aurelia. “Reforming South African Immigration Policy in the Postapartheid Period (1990–2010).”
- ⁶ Segatti, Aurelia. “Reforming South African Immigration Policy in the Postapartheid Period (1990–2010).”
- ⁷ Segatti, Aurelia. “Reforming South African Immigration Policy in the Postapartheid Period (1990–2010).”
- ⁸ Landau, Loren B., and Aurelia Segatti. “The Southern Crossroads: Human Mobility, Governance, and Development in South Africa.”
- ⁹ Landau, Loren B., and Aurelia Segatti. “The Southern Crossroads: Human Mobility, Governance, and Development in South Africa.”
- ¹⁰ Landau, Loren B., and Aurelia Segatti. “The Southern Crossroads: Human Mobility, Governance, and Development in South Africa.”
- ¹¹ Landau, Loren B., and Aurelia Segatti. “The Southern Crossroads: Human Mobility, Governance, and Development in South Africa.”
- ¹² Landau, Loren B., and Aurelia Segatti. “The Southern Crossroads: Human Mobility, Governance, and Development in South Africa.”
- ¹³ Sabates-Wheeler, Rachel, Ricardo Sabates, and Adriana Castaldo. “Tackling Poverty-Migration Linkages: Evidence from Ghana and Egypt.”
- ¹⁴ Dodson, Belinda. “Locating Xenophobia: Debate, Discourse, and Everyday Experience in Cape Town, South Africa.”
- ¹⁵ Segal, Edwin S. “Ethnic Variables in East African Urban Migration.”
- ¹⁶ Segal, Edwin S. “Ethnic Variables in East African Urban Migration.”
- ¹⁷ Park, Yoon Jung. “Perceptions of Chinese in Southern Africa: Constructions of the ‘Other’ and the Role of Memory.”
- ¹⁸ Park, Yoon Jung. “Perceptions of Chinese in Southern Africa: Constructions of the ‘Other’ and the Role of Memory.”
- ¹⁹ Park, Yoon Jung. “Perceptions of Chinese in Southern Africa: Constructions of the ‘Other’ and the Role of Memory.”
- ²⁰ Park, Yoon Jung. “Perceptions of Chinese in Southern Africa: Constructions of the ‘Other’ and the Role of Memory.”
- ²¹ Park, Yoon Jung. “Perceptions of Chinese in Southern Africa: Constructions of the ‘Other’ and the Role of Memory.”

Appendix I: Implementing Teaching Standards

AAS.G.1.1	Analyze the physical and human characteristics of various places and regions to understand the connection to African American identities and cultures. Students will do this as they study the geography and migration issues in South Africa
AAS.G.1.2	Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups throughout African American history. This is especially prevalent in the cause and effect map activities within the Unit.
AAS.G.1.3	Analyze how environmental changes have impacted African American communities in terms of land use, settlement patterns and urban development. Evident in the study of Apartheid
AAS.G.1.4	Explain how region has impacted political perspectives, economic decisions and cultural practices of African American communities. Can be discussed with why people decide to move to South Africa
AAS.G.2.1	Use geographic data in order to understand economic, political, cultural and social patterns within African American communities.
AAS.G.2.2	Use maps, charts, graphs, photographs, geographic data and available technology tools to make inferences about African American life.

AAS.C&G.1.1	Analyze African American politics in terms of the quest for self-governance, social separatism, contests for power, and electoral and global alliances. This standard will be covered through the History of Apartheid
AAS.C&G.1.2	Analyze the relationship between African-Americans and other groups in terms of conflict and cooperation in the pursuit of individual freedoms and civil rights. This Standard will be covered throughout the Unit

Appendix II: Procedures and Scenarios for Day 1 Activities

Migrant Scenarios

Teacher directions: Take each of the three scenarios below, cut them out and place them into a hat. Allow students to draw a scenario at random. Have students read their scenario, and the attached reading or chart linked below. I'd recommend linking the webpages and chart to a Learning Management System (Google Classroom, Canvas, etc.) for ease of access for students.

Then have students respond to the following prompts:

- What are your reasons for leaving?
- What considerations did you have to make prior to leaving?
- What were your struggles or challenges along the way?
- Who is coming with you and why?
- What supplies are you bringing with you if you can only bring five items with you?
- Did you make the journey?
- Explain factors that determined whether or not you made the journey.

Encourage students to conduct brief additional research to assist in answering some of the questions.

You are a middle-class migrant from Libya with a goal of getting to Europe. Constant wars have left your country in ruins. But you don't want to disrespect your country by not serving in the military, as is required of male citizens living in the country. Your farmland is doing fairly well and gives you enough money to get by with a subsistence lifestyle. But you want better for yourself and your wife and child. What have you got to lose? Migrating to a better location can't be that hard, right?

<http://www.msnbc.com/specials/migrant-crisis/libya>

You are a wealthy Zimbabwean citizen looking to improve your life and are considering moving to South Africa. Life under Robert Mugabe and his henchmen in charge after his 2018 death isn't for you and has caused you significant financial stress. Add that on top of the dictatorial politics that have destroyed the economy, and it's all too much. But you're worried about how you'll be received in South Africa. What will you do for work? Things can't get much worse, can they?

Opposition to immigration in surveyed African countries

Country	Percent of respondents opposed to immigration
Namibia	92.7
Botswana	78.7
South Africa	76.4
Tanzania	71.8
Swaziland	68.4
Mozambique	61.5

Zambia	58.7
Ghana	42.6
Uganda	41.4
Zimbabwe	35.7
Ethiopia	31.6
Nigeria	30.9
Mali	20.0
Burkina Faso	11.8
Rwanda	10.5

Sources: World Values Survey and Southern African Migration Project

Table from Beth Elise Whitaker and John F. Clark, *Africa's International Relations: Balancing Domestic and Global Interests*. Boulder, CO: Lynne Rienner Publishers, 2018.

You are a Chinese migrant contemplating a move to South Africa. Communism and working for the state aren't for you. You're trying to decide if Johannesburg or Cape Town is a better place to settle. You've heard varying reports of how you will be treated in both places. Who can you trust? And how will you make the journey? Right now, you don't have money to pay for someone to escort you on the journey to make sure you and your two girls will be safe.

<https://blogs.wsj.com/chinarealtime/2008/06/19/in-south-africa-chinese-is-the-new-black/>
<https://www.ft.com/content/7106ab42-80d1-11e7-a4ce-15b2513cb3ff>

Appendix III: A People's Century 18 Video Questions with Key

People's Century 18 Video Questions with Answer Key

<https://www.youtube.com/watch?v=3ZtAECC3BOc>

1. How does change take place in both South Africa and the US? Through action
2. How many blacks are there in South Africa? How many whites? 13 million, 3 million
3. What are Afrikaner beliefs about black South Africans? Cursed descendants of Ham, inferior race
4. What differences are taking place in terms of race relations between America and South Africa? Discrimination advances legally in South Africa, resistance grows in the US
5. What restrictions are placed on minorities in South Africa? Register your race, separated, no interracial sex banned. Separate medical facilities
6. What was the purpose of the Bantu Education Act? To train Blacks for agricultural jobs and keep them in an inferior position
7. What was the government response to the ANC gathering? Arrest 156 people
8. Why was the pan African Congress called? How many gather here? To protest passbooks; 15000
9. What was the police response to the pan African Congress by the police, and how was Nelson Mandela involved? Police kill the protestors; Mandela organizes a protest group and gets arrested
10. What was the South African response to advancement in the American Civil rights movement? Provide two examples Against it: tribal homelands 13% black, 87% white
11. How were Africans able to get off the reserves? Had to have a job permit
12. How is Sizwi Banzi influential in apartheid? Educates, informs, mobilizes blacks
13. Why do children protest in Soweto? Afrikaans becomes the official language
14. What was the international response to apartheid? Sanctions, countries withdraw investments, trade restrictions
15. Why was Nelson Mandela released from prison? He will contribute to the peace process
16. When could blacks vote in South Africa? April 26, 1994
17. What are the similarities and differences between Apartheid in South Africa and the American Civil Rights Movement? Provide 2 similarities and 2 differences in your answer

Appendix IV: Map activities

Directions: Research and label different countries in South Africa and Africa as a whole. Then, using the map of Africa, draw arrows of 5 countries from which people migrate to South Africa. Then fill out the cause and effect chart, listing one cause and one effect of individuals from the countries you've chosen migrating to South Africa. Be specific with your causes and effects.



<u>Country Name</u>	<u>Causes of Migration</u>	<u>Effects of Migration</u>

Appendix V: Trevor Noah and Post-Apartheid South Africa: Quote Analysis

All quotes below are excerpted from Trevor Noah's *Born a Crime: Stories From a South African Childhood* (Spiegel & Grau, 2016).

“If you're Native American and you pray to the wolves, you're a savage. If you're African and you pray to your ancestors, you're a primitive. But when white people pray to a guy who turns water into wine, well, that's just common sense.”

1. According to the quote above, how is religion interpreted differently among the different races?

“Nelson Mandela once said, ‘If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.’ He was so right. When you make the effort to speak someone else's language, even if it's just basic phrases here and there, you are saying to them, ‘I understand that you have a culture and identity that exists beyond me. I see you as a human being.’”

2. How does language play a role in unifying people in South Africa? How can it divide people?

“In any society built on institutionalized racism, race mixing doesn't merely challenge the system as unjust, it reveals the system as unsustainable and incoherent. Race mixing proves that races can mix, and in a lot of cases want to mix. Because a mixed person embodies that rebuke to the logic of the system, race mixing becomes a crime worse than treason.”

3. How does race mixing cause problems in South Africa? Provide evidence from the quote to support your answer

“I became a chameleon. My color didn't change, but I could change your perception of my color. If you spoke Zulu, I replied to you in Zulu. If you spoke to me in Tswana, I replied to you in Tswana. Maybe I didn't look like you, but if I spoke like you, I was you.”

4. How was Trevor Noah at an advantage in post-Apartheid South Africa?

“The world doesn't love you. If the police get you, the police don't love you. When I beat you, I'm trying to save you. When they beat you, they're trying to kill you.”

5. From which perspective can you guess this quote is written from? What justification does the person give for beating Trevor Noah?

“In America you had the forced removal of the native onto reservations coupled with slavery followed by segregation. Imagine all three of those things happening to the same group of people at the same time. That was Apartheid.”

6. According to Noah, what makes Apartheid worse than the Trail of Tears and slavery?

“it is easier to be an insider as an outsider than to be an outsider as an insider.”

7. What does the above quote say about race relations in South Africa?

“Try being a black person who immerses himself in white culture while still living in the black community. Try being a white person who adopts the trappings of black culture while still living in the white community.”

8. As a light skinned African, what challenges does Noah face because of the color of his skin?

“We tell people to follow their dreams, but you can only dream of what you can imagine, and, depending on where you come from, your imagination can be quite limited. The highest rung of what's possible is far beyond the world you can see. My mother showed me what was possible. The thing that always amazed me about her life is that no one showed her. She did it on her own. She found her way through sheer force of will.”

9. How does social class limit dreams in South Africa? How did Noah’s mother overcome these challenges?

“What happened with education in South Africa, with the mission schools and the Bantu schools, offers a neat comparison of the two groups of whites who oppressed us, the British and the Afrikaners. The difference between British racism and Afrikaner racism was that at least the British gave the natives something to aspire to. If they could learn to speak correct English and dress in proper clothes, if they could Anglicize and civilize themselves, one day they might be welcome in society. The Afrikaners never gave us that option. British racism said, ‘If the monkey can walk like a man and talk like a man, then perhaps he is a man.’ Afrikaner racism said, ‘Why give a book to a monkey?’”

10. According to Noah, what happens with education in South Africa? How does this affect race relations between Afrikaners and the others?

11. How could issues of colorism impact the migrant experience in South Africa? Do you believe this will affect the decisions of future migrants coming to South Africa? Explain why or why not.

12. How could issues of colorism be used as a lens with which to view Post-Apartheid South Africa? Explain your reasoning.

Appendix VI: Socratic Seminar Discussion Questions

South Africa Socratic seminar discussion questions

For each of the questions below, you need to prepare evidence to support your answers using resources from this unit:

- What factors encourage people to migrate?
- What challenges do migrants face?
- How does Apartheid influence migrant experiences in South Africa?
- What are the effects of forced and voluntary migration?
- How do race relations and colorism impact the migrant experience?
- What can be done to improve migrant experiences in South Africa?
- How is Apartheid similar to and different from the American Civil Rights movement?
- Should more empathy be given to migrants? Explain why/why not
- How does Trevor Noah's story represent post-Apartheid South Africa?
- Did Nelson Mandela change South Africa upon his release from prison? Why/why not
- How will what you have learned about the migrant experience in this Unit impact your treatment of others going forward?

Student and Teacher Resources

News Supreme. "African Migrant Fleeing Ebola details 11 Country Journey," June 10, 2019.

https://www.youtube.com/watch?v=yb6qyZqP_e8

Video details a migrant fleeing Ebola in Congo who settles in San Antonio, Texas.

CGTN Africa. "Refugee Crisis: Thousands of African migrants head south on the continent,"

July 28, 2016. <https://www.youtube.com/watch?v=LErmRNTv4Ik>

Good informative news clip detailing migration patterns within Africa.

Goodreads. "Born a Crime Quotes." Accessed November 3, 2019.

<https://www.goodreads.com/work/quotes/50150838-born-a-crime-stories-from-a-south-african-childhood>

Good resource for finding quotes related to specific topics discussed in Trevor Noah's *Born a Crime: Stories of a South African Childhood*.

Crush, Jonathan. "South Africa: Policy in the Face of Xenophobia." Migration Policy Institute, July 28, 2008. Accessed November 25, 2019.

<https://www.migrationpolicy.org/article/south-africa-policy-face-xenophobia>

Good introductory reading about migration policy in South Africa.

Meny-Gibert, Sarah, and Sintha Chiumia. "Factsheet: Where do South Africa's international migrants come from?" Africa Check, August 16, 2016.

<https://africacheck.org/factsheets/geography-migration/>

Good introductory, fact-based website that gives students a baseline for seeing which countries migrate to South Africa, and the frequency with which people of these individual countries migrate.

Lieberman, Evan. "South Africa's apartheid regime ended 25 years ago: Democracy has taken root with substantial success." Monkey Cage, *The Washington Post*, April 27, 2019.

<https://www.washingtonpost.com/politics/2019/04/27/south-africas-apartheid-regime-ended-years-ago/>

Anna, Cara. "Post-Apartheid South Africa is world's most unequal country." Associated Press, May 9, 2019. <https://www.apnews.com/a1cd5ebc5ed24a7088d970d30bb04ba1>

These two articles represent a good starting point for students to debate the extent to which South Africa has been successful in the post-Apartheid period. The Lieberman article argues the period has been a success, while the Anna article argues the country has not progressed since the policy ended.

"Push and pull factors of migration."

<https://docs.google.com/presentation/d/13DJh8AvRMx4XRYugmxuQl3MEk3jUmoQJNVf4877bc1w/edit?usp=sharing>

This will serve as the introductory presentation for the unit.

Schultz, Lauren. "Socratic Smackdown." <https://drive.google.com/drive/folders/0B-XHGePgH8UZclRaNTNaTWU3eGM>

This resource contains all materials, printable materials, and directions needed to conduct the Socratic Seminar at the end of the unit.

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