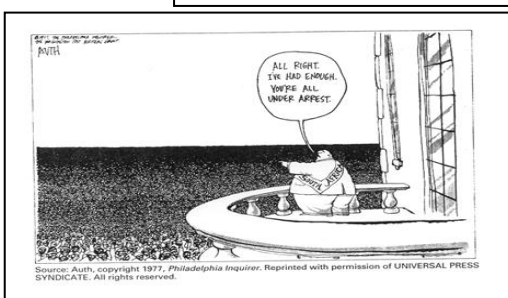
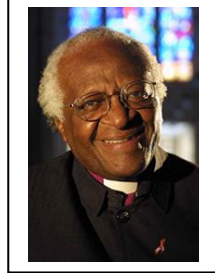
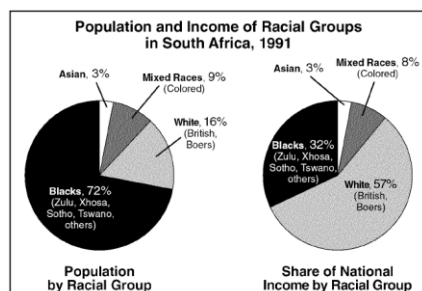
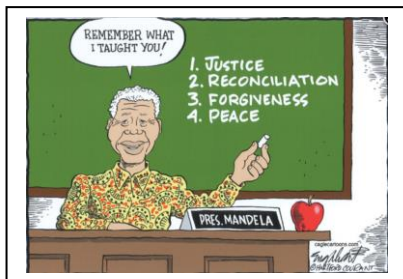


Aim #16: How did Apartheid come to an end in South Africa in the 1990s?



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Source: Killoran, Zimmer, and Jarrott, *The Key to Understanding Global History*, Jarrott Publishing Co.

Mini Lecture

- Unlike most African nations, demands for independence in South Africa were led by white colonists when South Africa gained independence in 1910, & ruled by a white minority called **Afrikaners** (Dutch descendants).
- Beginning in 1948 the white government instituted severe economic and political restrictions on the black majority through a policy called **apartheid** (“apartness”).
- This policy maintained strict separation of the races. Laws required all blacks to carry passes, prevented them from voting, and made them subject to arrest at any time. South Africa’s large South Asian (Indian) population also suffered from discrimination.
- In the 1980s, moderate groups in South Africa tried to find an acceptable and peaceful way to let black people participate fully in the government.
- Protest demonstrations became common in black areas. **Desmond Tutu**, a black archbishop, led many of these protests. He followed the teachings of Gandhi (who lived in S. Africa as a young lawyer & fought against racial injustices). Tutu urged his followers to use nonviolent tactics. He was awarded the 1984 Nobel Peace Prize for his work.
- The white South African government responded harshly to black African resistance. Many Western nations became outraged at its regard for black Africans’ human rights.
- To discourage this abuse of human rights, several countries placed **sanctions** on South Africa. Sanctions are laws prohibiting a nation’s businesses from trading with a country that violates international law.
- As poverty in South Africa increased, so did violence between blacks & whites. Foreign business people lost confidence in South Africa’s economy and withdrew investments.
- By 1990, a more moderate leadership began to respond to foreign pressure and the demands of black leaders by reducing the level of discrimination in South Africa.
- Then in 1992, a majority of white South Africans voted to end apartheid and minority rule. Following the writing of a new constitution, multiracial elections were held for the first time in April 1994.
- The struggle by the black majority to achieve equality and political power was led by the **African National Congress (ANC)**. The ANC was banned for decades. The South African government of President **F.W. de Klerk** recognized the ANC in 1990 and cooperated with its leader, **Nelson Mandela**.
- Mandela had been serving a life sentence for sabotage since 1962, but de Klerk released him in 1990. However, violent clashes between rival black groups and attacks on blacks by white extremists made reform difficult.
- As a result of the 1994 elections, Mandela became South Africa’s president. De Klerk became his vice president in the new multiracial government. The new government’s primary concern was to improve the lives of black South Africans without losing the support of other groups.
- One of the government’s first steps in stabilizing South Africa was to repair its damaged economy. Mandela promised to preserve its system of free enterprise.
- With the ending of economic sanctions, trade with other nations resumed, and the economy soon improved.
- Mandela continued as president until 1999 and remained a visible leader until his death in 2013. Since then, he has become one of the most honored figures in the world.
- While South Africa ended apartheid, it continued to suffer from its legacy as racial tension and economic inequality remain as problems until today.

Review Questions:

1. What is Apartheid? What were some examples used in South Africa?
2. Explain 3 reactions to Apartheid.
3. What were the results of the 1st multi-racial elections of South Africa?

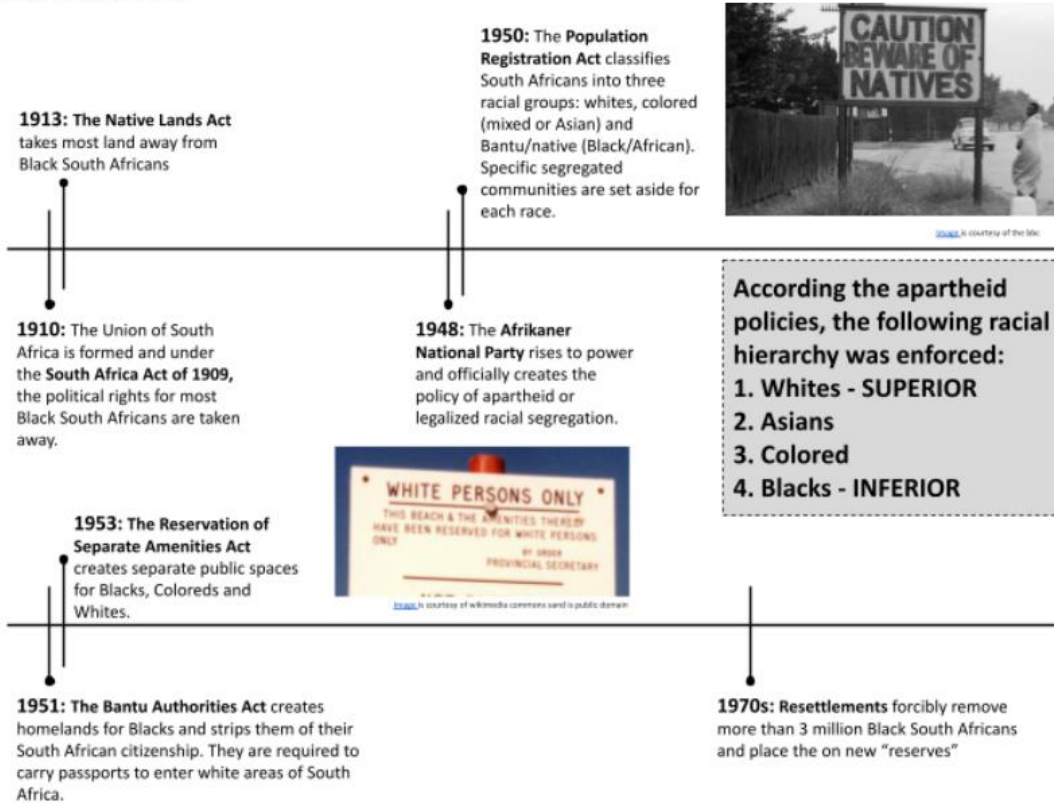
Enduring Issue: Human Rights Violation; Inequality

What is apartheid?

Directions: Watch this [BBC overview of apartheid](#), then examine the documents below and answer the accompanying questions.

Apartheid is an Afrikaans word meaning "separateness," or "the state of being apart," literally "apart-hood". It was a system of racial segregation in South Africa enforced by the government that was led by the National Party from 1948 to 1994. The apartheid laws separated white, black, and Asian South Africans from one another and gave power to the white South Africans who were in power.

Apartheid Timeline



1. Using the timeline above, identify **3 examples** of laws that took power away from non-whites and/or gave power to the white minority.

What historical circumstances led to apartheid in South Africa?

Directions: Examine each event on the timeline below and answer the questions embedded.

100,000 years ago-19th Century: Africans settle the area now known as South Africa

Some of the oldest archaeological evidence of human beings in the world has been found in South Africa. People who lived in South Africa for centuries before Europeans arrived had complex and culturally distinct societies. They included the Khoikhoi, San, Zulus, Xhosa, Ndebele, Swazi, Sotho, Tswanas, Vendas, Pedis, and Shangaans people.

Source: Adopted from South African History Online, "Pre-Colonial History of Southern Africa," "Race and Ethnicity in South Africa."

1652: Dutch colonists and other Europeans arrive

In 1652, the Dutch, Europeans from the country called the Netherlands, established a trading post called the Cape Colony in Southern Africa. The Cape Colony was founded as a place for ships traveling to India to stop and refuel because of its location on the tip of Africa. The Dutch settled in the region, farmed, built communities, and imported slaves from other areas of Africa, Asia, and Indonesia to work. Later, other Europeans settled in the Cape Colony including Germans and the French.

1. Why was the location for the Cape Colony selected?
2. Where did the Dutch import slaves from?



1654-Late 1700s: KhoiKhoi and San Conflict with the Dutch

The Khoikhoi were the first tribe of indigenous South Africans that met the Dutch. They were a tribe of cattle herders who had migrated to the area around 2,500 years ago. The two groups conflicted because the Dutch colonists took over the land the Khoikhoi used to graze their cattle and live on. As the Dutch expanded, they went to war against the Khoikhoi and later another tribal group called the San who are sometimes referred to with the Khoikhoi as the Khoisan. The Dutch had more advanced military technology than the Khoikhoi and San. In addition, a smallpox epidemic in 1713 lowered Khoikhoi and San populations. By the end of the 1700s the Khoikhoi and San had been driven far from the Cape and many had been forced into servitude for the Dutch in the Cape Colony where they experienced harsh working conditions.

Source: Adopted from South African History Online, "Establishment of the Cape and its impact on Khoikhoi and Dutch."

3. Why was there conflict between the Khoikhoi, San, and the Dutch?
4. What were the effects of the conflict between the Dutch and the Khoikhoi and San?

***Checkpoint #1:** How might the events described in the timeline from 100,000 years ago to the late 1700s have led to the start of apartheid?

1700s: Boers/Afrikaners identify forms

Over generations, descendants of Europeans who settled in South Africa began to see themselves not as European but as South African and referred to themselves as the *Boers*, the Dutch word for farmer, or *Afrikaners*, even developing a different language called Afrikaans. It is difficult to pinpoint when the development of this new ethnicity took place, but it was first referred to in print in 1707.

Source: Adopted from South African History Online, "Afrikaner,"

5. Who are the Afrikaners?



Sheet music for the South African national anthem, 1936-1994, which was sung in Afrikaans.

1814: The British take over the Cape Colony

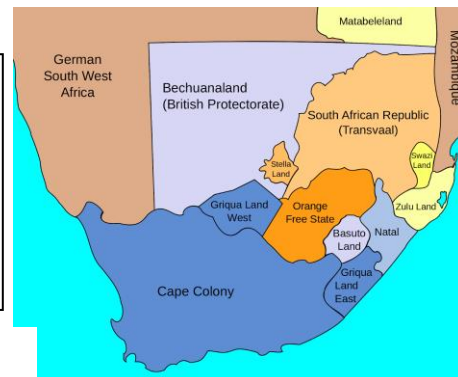
In 1814, the British took over the Cape Colony from the Dutch as a result of wars involving both countries in Europe. Over the next decades, British colonists settled in the Cape. In 1834, slavery was abolished in Great Britain, so all of the slaves brought to the country by the Dutch were freed though inequality between the white South Africans, black South Africans, and Asian South Africans continued.

Source: Adopted from South African History Online, "Britain Takes Control of the Cape,"

6. What major change took place after the British took over South Africa?

1835: The Great Trek: Boers/Afrikaners leave Cape Colony to settle northeast South Africa

In response to the freeing of their slaves, Afrikaner farmers or Boers, who relied heavily on slave labor left Cape Colony. Around 12,000 Boers left Cape Colony starting in 1835 in an event called the 'Great Trek' during which they traveled further north and east to found their own states including the Orange Free State and the South African Republic (or Transvaal) where they enacted laws that reflected their religious and cultural views including the idea that whites were superior to blacks. During their trek out of the Cape Colony and in their efforts to settle in the areas outside of it, the Boers came into conflict with African groups who lived on the land including the Xhosa, Batuso, and Zulu. Eventually, the Boers, and later the British defeated the African troops because of more advanced military technology.



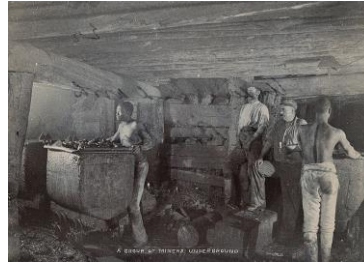
Map of South Africa showing British Possessions by John George Bartholomew, July, 1885

7. Why did the Boers leave Cape Colony?
8. What conflicts result from the Great Trek?

***Checkpoint #2:** How might the events described in the timeline from the 1700s to 1835 have led to the start of apartheid?

1867,1868: Diamonds and gold discovered in Boer Territory

In 1867, diamonds were discovered in an area of Southern Africa just inside the Orange Free State and in 1886 gold was discovered in the Transvaal. The diamonds and gold were located in the Boer lands.



1880-1901: The Boer Wars (1880-1881; 1899-1902)

The discovery of diamonds and gold resources caused two wars between the Boers and the British known as the Boer Wars (1880-1881; 1899-1902). In 1902, the Boers were defeated and the British took control of the former Boer lands as well as diamonds and gold in these areas.



9. What effects did the discovery of diamonds and gold have on South Africa?

1910: Founding of the Union of South Africa

The British were not interested in ruling South Africa directly, so in 1910, they worked with Afrikaners to create the independent Union of South Africa which included the Cape Colony and the Boer republics. The Union of South Africa was part of the British Empire, but it was run independently and democratically though only white South Africans had the right to vote throughout the country.

Source: Adopted from South African History Online, "Union of South Africa, 1910,"

1914-1961: The Rise of the National Party and Afrikaner Nationalism

In the first years of the South African Union, the country, which was a part of the British empire, was ruled through a collaborative government of Afrikaner and English-speaking politicians, most of whom were British or of British descent. Black or "colored" (people of mixed or Asian descent) South Africans had no political power.

Like in other countries in the world, nationalism was on the rise in South Africa. Many Afrikaners resented British rule and wanted an independent South Africa where their language and culture would be supreme. The National Party, formed in 1914, became the leader of Afrikaner Nationalism. They gained power through elections and in 1924 made their leader the Prime Minister of the Union of South Africa. Through the 1920s and 40s they gained and lost power, but always had a say in the government, until 1948 when they won enough votes in the parliament to put their members in all of the powerful positions in the government.

Once in power, the National Party made decisions and passed laws to give Afrikaners more power than any other group. They made Afrikaans an official language of the country, changed the education system to favor Afrikaans culture, favored Afrikan businesses, and removed elements of British culture like the British flag from government buildings and replaced the British national anthem with their own.

Finally, in 1961 South Africa left the British Empire and became an independent country.

The National Party remained in power from 1948-1994.

Source: Adopted from South African History Online, "National Party

10. Which ethnic groups had the most power in the South African Union? Which had no power?

11. What ideas and policies did the National Party support?

12. What were the effects of Afrikaner nationalism?

***Checkpoint #3:** How might the events described in the timeline from the 1867s to the mid-1900s have led to the start of apartheid?

1948: Apartheid Becomes Law

In 1948, when the National Party took complete control of the South African government, they instituted a policy called "apartheid" which means "apartness" or separation in Afrikaans. This policy was a legal representation of Afrikan nationalism and white supremacy. It treated Afrikaners and other white people in South Africa as superior and black and colored South Africans as inferior. Apartheid laws separated people into racial groups, then discriminated against non-white groups. White and non-white groups were segregated, prevented from living near one another and the areas where black and colored South Africans lived were crowded, had poor land quality, and were underfunded compared to where whites lived. Furthermore, racial mixing was made illegal. Marriages between races were not allowed.

Source: Adopted from South African History Online, "History of Apartheid in South Africa,"

13. What was apartheid?

14. What were the effects of the apartheid policy in South Africa?

How did the white minority gain, maintain, and consolidate power under the system of apartheid?

Directions: As you read about the strategies that white South Africans used to gain, maintain, and consolidate power under the white minority under the system of South Africa answer the questions that accompany each example.

GAIN

Gaining power is the process of getting it and expanding it.

CONSOLIDATE

Consolidating power is the process of taking control from other people who also have power.

MAINTAIN

Maintaining power is the process of keeping one's power.

Example 1: Racial Classification Laws

During the apartheid period, the government passed laws that created racial classifications. The most prominent law was the [Population Registration Act No. 30 of 1950](#). This Act divided the South African population into three main racial groups: Whites, Natives (Blacks), Indians and Coloured people (people of mixed race). Race was used for political, social and economic purposes. Politically, White people had the rights to vote, access to state security and protection as well as representation in the National Assembly as compared to Black and Coloured people who had no political power. Economically, Whites had access to good paying jobs and they were given the opportunity to own productive land that was unavailable to Black and Coloured South Africans. In addition, the Prohibition of Mixed Marriages Act of 1949 did not allow marriage between persons of different races, and the Immorality Act of 1950 made sexual relations with a person of a different race illegal.

Source: South African History Online, "Race and Ethnicity in South Africa"

EXPLANATION OF IDENTITY NUMBER

The identity number consisting of 13 digits and appearing on page 1 of the identity document is made up as follows: (a) The first six digits represent the date of birth of the holder, the first two indicating the year, the next two the month, and the fifth and sixth the day of birth. (b) The following group (four digits) is a serial number and indicates the sex of the person concerned. If the 7th to 10th digits are 0001 to 4999 the holder is a female person, and if they are above 5000 a male person is indicated. (c) The third group of digits (the 11th and 12th) indicates the person's citizenship and population group as follows:

Population group	S.A. Citizen	Non-S.A. Citizen
(i) White	00	10
(ii) Cape Coloured	01	11
(iii) Malay	02	12
(iv) Griqua	03	13
(v) Chinese	04	14
(vi) Indian	05	15
(vii) Other Asian	06	16
(viii) Other Coloured	07	17

Explanation of South African identify numbers in an identify document during apartheid. "Coloured" refers to people of mixed race, "Cape Coloured" are people of mixed race living near the city of Cape Town, "Malay" refers to people of Southeast Asian descent, "Griqua" are people are mixed race between European and predominately Khoikhoi descent, and "Indian" refers to people of south Asian descent.

Source: [image](#) is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.



Kliptown, Johannesburg, 1979. [Image](#) is courtesy of wikimedia commons and is licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.



May 27, 1960. Park benches like this are reserved for whites only. [Image](#) is courtesy of citylab.com

1. What racial groups were South Africans divided into by the Population Registration Act of 1950?
2. How were White South Africans affected by the Population Registration Act of 1950 and other laws related to racial classification?
3. How were Black and Coloured South Africans affected by the Population Registration Act of 1950 and other laws related to racial classification?

Example 2: Bantu Homelands

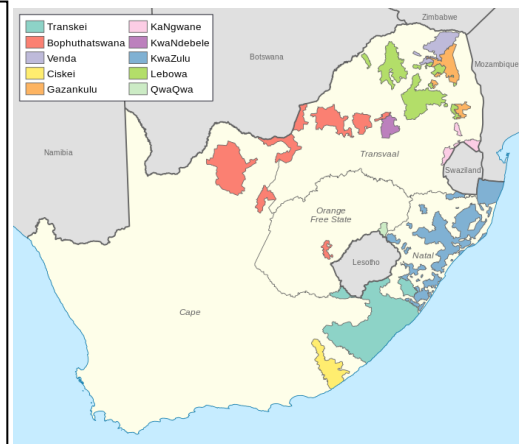
The Bantustans (also known as "homelands") were a cornerstone of the "grand apartheid" policy of the 1960s and 1970s. Bantustans were a part of the apartheid government's policy of "separate development," which they claimed meant that white and black South Africans could develop equally but apart from one another. The Bantustans were created by the Promotion of Bantu Self-Government Act of 1959, which divided Africans into ten ethnically groups, each assigned a traditional "homeland." These homelands were only 13% of the land in South Africa, but approximately 75% of the population were expected to live in them.

The Bantu Homelands Citizenship Act of 1970 declared that all Africans were citizens of "homelands," rather than of South Africa itself—a step toward the government's ultimate goal of having no African citizens of South Africa. Between 1976 and 1981, four homelands—Transkei, Venda, Bophuthatswana, and Ciskei—were declared "independent" by the government, and eight million Africans lost their South African citizenship. None of the homelands were recognized by any other country.

The homelands were on poor agricultural land, so black South Africans living there could not support themselves without being employed by white South Africans. As a result, blacks had to leave their homes every day and travel to farms, mines, or other businesses owned by white South Africans. In this way, white South Africans benefited from black labor, but were not responsible for their well-being because they were not technically citizens of South African any longer.

Limiting African political rights to the homelands was widely opposed, and, in 1986, South African citizenship was restored to those people who were born outside the four "independent" homelands. After 1994, the homelands were reabsorbed into South Africa.

Sources: Adapted from Matrix Center for Digital Humanities and Social Sciences at Michigan State University.



Bantustans in South Africa before they were reincorporated into South Africa in 1994.

4. What were the Bantustans? How did the Bantustans help the white minority gain, maintain, and consolidate power in apartheid South Africa?
5. How did the Bantustans reduce the political power of Africans?

Example 3: Pass Laws

The use of passes, pieces of paper or booklets, to restrict the movement of black people in South Africa has a long history. In each instance, whites wanted black people for cheap labor, but also wanted to control them.

In the 1700s the Dutch imported slaves from other areas of Africa and from southeast Asia and required that they carry passes with them stating where they were allowed to go and for what purpose. Later, the same was required for indigenous South Africans like the Khoikhoi who, having lost their land to the Dutch, worked under harsh conditions in the Dutch colony. Pass laws continued when the British took over the Cape Colony. Afrikaners (Boers) left the Cape Colony in response to British rule and the abolition of slavery to settle towns and farms in northeast South Africa. They created pass laws when black South Africans came to work in the towns that required them to live on the outskirts on undesirable land. When diamonds and gold were discovered in South Africa in the 1860s it created a whole new industry. Again, white South Africans needed black labor. Pass laws gave white mine owners the right to restrict the movements of black workers, forcing them to live in compounds at the mines in poor conditions away from their families, while white workers could settle elsewhere and come and go when not working.

Despite recommendations from government commissions to end pass laws because of the cost of enforcing them and the animosity of the black population towards them, the National Party expanded the pass laws after it gained control of the government in 1948 as part of its apartheid policy. In 1952, the government enacted an even more rigid pass law called the Natives Act of 1952. This law forced Black South Africans over the age of 16 to carry a range of documents, including a photograph, place of birth, employment records, tax payments and criminal records, and enabled the government to further restrict their movement. It was illegal to be without a Pass the penalty for which was arrest and jail. Often, black South Africans had to violate the pass laws to find work to support their families, so harassment, fines, and arrests under the pass laws were a constant threat to many urban Africans. In the 1970s and 1980s, many Africans found in violation of pass laws were stripped of citizenship and forced to move out of cities to poverty-stricken rural “homelands.” By the time the increasingly expensive and ineffective pass laws were repealed in 1986, they had led to more than 17 million arrests.

6. What were the pass laws? How did these laws help the white minority gain, maintain, and consolidate power in apartheid South Africa?
- 7.. How did the pass laws change in 1952?
8. What were the consequences of violating the pass laws?
9. How did many urban Africans respond to the pass laws?

Example 4: Forced Removals

From 1960 to 1983, the apartheid government forcibly moved 3.5 million black South Africans in one of the largest mass removals of people in modern history. There were several political and economic reasons for these removals.

First, during the 1950s and 1960s, large-scale removals of Africans, Indians, and Coloreds were carried out to implement the Group Areas Act, which mandated residential segregation throughout the country. More than 860,000 people were forced to move in order to divide and control racially-separate communities at a time of growing organized resistance to apartheid in urban areas. Sophiatown in Johannesburg (1955–1963) and District Six in Cape Town (beginning in 1968) were among the vibrant multi-racial communities that were destroyed by government bulldozers when these areas were declared “white.” Blacks were forcibly removed to distant segregated townships, sometimes 19 miles from places of employment in the central cities. In Cape Town, many informal settlements were destroyed. In one incident over four days in 1985, Africans resisted being moved from Crossroads to the new government-run Khayelitsha township farther away; 18 people were killed and 230 were injured.

Second, African farm laborers made up the largest number of forcibly removed people, mainly pushed out of their jobs by mechanization of agriculture. While this process has happened in many other countries, in South Africa these rural residents were not permitted to move to towns to find new jobs. Instead they were segregated into desperately poor and overcrowded rural areas where there usually were no job prospects.

Third, removals were an essential tool of the apartheid government’s Bantustan (or homeland) policy aimed at stripping all Africans of any political rights as well as their citizenship in South Africa. The goal was to take non-white people out of South Africa and put them into Bantustans which were declared countries independent of South Africa. As a result, non-white people would no longer be citizens of South Africa and the government would not need to care for them. Hundreds of thousands of Africans were moved to resettlement camps in the bantustans with no services or jobs. The massive removals in the early 1960s to overcrowded, infertile places was condemned internationally. These were dumping grounds for Africans who the white South Africans felt were unneeded in the labor market. Hundreds of thousands of other Africans were dispossessed of land and homes where they had lived for generations. By the 1980s, popular resistance to removals was widespread, and government plans to remove up to two million more people were never carried out.

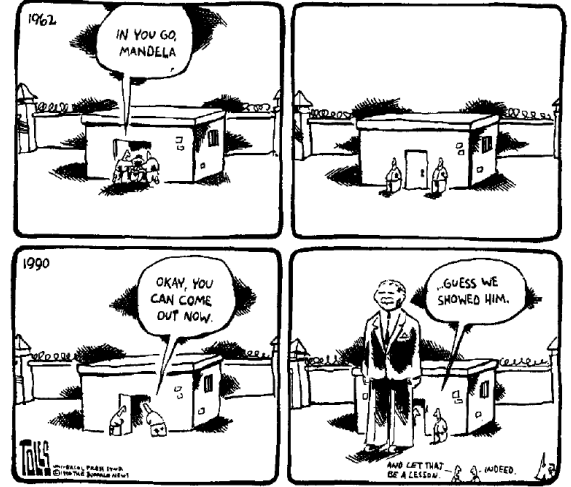
Source: Adopted from Matrix Center for Digital Humanities and Social Sciences at Michigan State University.

10. What did the apartheid government do to 3.5 million black South Africans between 1960 and 1986? How did this help the white minority gain, maintain, and consolidate power in apartheid South Africa?
11. What were the Forced Removals? How did this help the white minority gain, maintained, and consolidated power in apartheid South Africa?

Who was Nelson Mandela?

Directions: Watch the Biography video, “[Nelson Mandela: Civil Rights Activist and President of South Africa](#)” and read the text below, then respond to the questions that follow. Note: the Biography video was created in 2010, three years before Mandela’s death in 2013.

Nelson Rolihlahla Mandela (July 18, 1918 - December 5, 2013) was the first President of South Africa to be elected in fully representative democratic elections. Before his presidency, he was a prominent anti-apartheid radical and leader of the African National Congress, who had spent 27 years in prison for his involvement in underground armed resistance activities and sabotage. Through his long imprisonment, much of it spent in a cell on Robben Island, Mandela became the most widely known figure in the struggle against South African apartheid.



1. According to the video, what type of education did Nelson Mandela get?
2. How did Mandela get the name “Nelson?”
3. What did Mandela experience living in Johannesburg?
4. What group did Mandela join in Johannesburg?
5. What policy did the ANC adopt to protest apartheid? Which other leader from your study of global history used the same policy?
6. What actions did the National Party, the party that was in power and who created apartheid in 1948, take to limit Mandela’s actions against the government?
7. What type of business did Mandela and Oliver Tambo start? What did that business specialize in?
8. What changed for the ANC and Nelson Mandela in 1960 after the Sharpeville Massacre?
9. What was the result of Mandela’s trial for conspiracy?
10. What did Mandela achieve after his release from prison?

What was Mandela’s point of view concerning apartheid?

Directions: Read each of the excerpts from a Nelson Mandela speech, then answer the questions related to each one.

Excerpt 1:

In 1964 Nelson Mandela and seven other anti-apartheid activists were tried for conspiracy against the government for the actions taken by the organization Umkhonto we Sizwe which Mandela helped found. Mandela had already been in prison for two years for leaving the country without a permit. All seven were convicted and sentenced to life imprisonment. At the opening of the trial, Nelson Mandela made the speech excerpted below entitled, “I am prepared to die.”

...We who formed Umkhonto were all members of the African National Congress, and had behind us the ANC tradition of non-violence and negotiation as a means of solving political disputes. We believed that South Africa belonged to all the people who lived in it, and not to one group, be it black or white. ...

In 1960 there was the shooting at Sharpeville, which resulted in the proclamation of a State of Emergency and the declaration of the ANC as an unlawful organisation. My colleagues and I, after careful consideration, decided that we would not obey this decree. The African people were not part of the Government and did not make the laws by which they were governed. We believed in the words of the Universal Declaration of Human Rights, that "the will of the people shall be the basis of authority of the Government", and for us to accept the banning was equivalent to accepting the silencing of the African people for all time. The ANC refused to dissolve, but instead went underground. We believed it was our duty to preserve this organisation which had been built up with almost fifty years of unremitting toil. I have no doubt that no self-respecting white political organisation would disband itself if declared illegal by a government in which it had no say.

...We of the ANC had always stood for a non-racial democracy, and we shrank from any action which might drive the races further apart than they already were. But the hard facts were that fifty years of non-violence had brought the African people nothing but more and more repressive legislation, and fewer and fewer rights.

...At the beginning of June 1961, after a long and anxious assessment of the South African situation, I, and some colleagues, came to the conclusion that as violence in this country was inevitable, it would be unrealistic and wrong for African leaders to continue preaching peace and non-violence at a time when the Government met our peaceful demands with force.... It was when all, only when all else had failed, when all channels of peaceful protest had been barred to us, that the decision was made to embark on violent forms of struggle, and to form Umkhonto we Sizwe...

- 1a. Why did Mandela’s point of view on the use of violence against the apartheid government change in the early 1960s?
- 1b. Explain the similarities and/or differences between Nelson Mandela and Mohandas Gandhi’s points of view of the use of violence to change a government.

Excerpt 2:

...South Africa is the richest country in Africa, and could be one of the richest countries in the world. But it is a land of extremes and remarkable contrasts. The whites enjoy what may well be the highest standard of living in the world, whilst Africans live in poverty and misery. Forty per cent of the Africans live in hopelessly overcrowded and, in some cases, drought-stricken Reserves, where soil erosion and the overworking of the soil makes it impossible for them to live properly off the land. Thirty per cent are labourers, labour tenants, and squatters on white farms and work and live under conditions similar to those of the serfs of the Middle Ages. The other 30 per cent live in towns where they have developed economic and social habits which bring them closer in many respects to white standards. Yet most Africans, even in this group, are impoverished by low incomes and high cost of living.

...The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

There is compulsory education for all white children at virtually no cost to their parents, be they rich or poor. Similar facilities are not provided for the African children, though there are some who receive such assistance. African children, however, generally have to pay more for their schooling than whites...

The quality of education is also different....This is presumably consistent with the policy of Bantu education about which the present Prime Minister said, during the debate on the Bantu Education Bill in 1953: "When I have control of Native education I will reform it so that Natives will be taught from childhood to realize that equality with Europeans is not for them . . . People who believe in equality are not desirable teachers for Natives. When my Department controls Native education it will know for what class of higher education a Native is fitted, and whether he will have a chance in life to use his knowledge."

The lack of human dignity experienced by Africans is the direct result of the policy of white supremacy. White supremacy implies black inferiority. Legislation designed to preserve white supremacy entrenches this notion. Menial tasks in South Africa are invariably performed by Africans. When anything has to be carried or cleaned the white man will look around for an African to do it for him, whether the African is employed by him or not. Because of this sort of attitude, whites tend to regard Africans as a separate breed. They do not look upon them as people with families of their own; they do not realize that they have emotions - that they fall in love like white people do; that they want to be with their wives and children like white people want to be with theirs; that they want to earn enough money to support their families properly, to feed and clothe them and send them to school. And what `house-boy` or `garden-boy` or labourer can ever hope to do this?

- 2a. Describe the differences in living conditions for white South Africans and black South Africans.
- 2b. Explain the point of view of the Prime Minister concerning education for black South Africans.
- 2c. According to Mandela, what is the cause of the difference between the living conditions of white and black South Africans?

Excerpt 3:

Africans want to be paid a living wage. Africans want to perform work which they are capable of doing, and not work which the Government declares them to be capable. Africans want to be allowed to live where they obtain work, and not be endorsed out of an area because they were not born there. Africans want to be allowed to own land in places where they work, and not to be obliged to live in rented houses which they can never call their own. Africans want to be part of the general population, and not confined to living in their own ghettos. African men want to have their wives and children to live with them where they work, and not be forced into an unnatural existence in men's hostels. African women want to be with their menfolk and not be left permanently widowed in the Reserves. Africans want to be allowed out after eleven o'clock at night and not to be confined to their rooms like little children. Africans want to be allowed to travel in their own country and to seek work where they want to and not where the Labour Bureau tells them to. Africans want a just share in the whole of South Africa; they want security and a stake in society.

Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters will be Africans. This makes the white man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The ANC has spent half a century fighting against racialism. When it triumphs it will not change that policy.

This then is what the ANC is fighting. Their struggle is a truly national one. It is a struggle of the African people, inspired by their own suffering and their own experience. It is a struggle for the right to live.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

- 3a. Identify two desires black South Africans have.
- 3b. According to Mandela, why might white South Africans fear democracy?
- 3d. Identify two pieces of evidence from the speech that demonstrate Mandela nationalistic feelings.

What efforts were taken by individuals, organizations, and governments to end apartheid?

Directions: Examine each event on the timeline below and answer the questions embedded.

1912: African National Congress Founded

On January 8th 1912, chiefs, representatives of people's and church organizations, and other prominent individuals formed the African National Congress. The ANC declared its aim to bring all South Africans together as one people to defend their rights and freedoms. The ANC was formed at a time when South Africa was changing quickly. Diamonds had been discovered in 1867 and gold in 1886. Mine bosses wanted large numbers of people to work for them in the mines. Laws and taxes were designed to force people to leave their land. The most severe law was the 1913 Land Act, which prevented Africans from buying, renting or using land, except in the reserves. Many communities or families immediately lost their land because of the Land Act. For millions of other black people it became very difficult to live off the land. The Land Act caused overcrowding, land hunger, poverty and starvation.

1. Why was the ANC created?

1950s: Protests Led by the African National Congress (ANC) against Pass Laws and Nelson Mandela's Leadership Defiance Campaign Against Pass Laws

Watch 00:57-02:26 of [BBC: The Story of Nelson Mandela](#)

2. How did black South Africans protest against pass laws?
3. Which group organized the protests against the pass laws?

1960: Sharpeville Protest and Massacre

Watch [this CBS news video](#) about the Sharpeville protest against pass laws and the resulting massacre on March 21, 1960.

4. Why did the people of Sharpeville protest on March 21, 1960?
5. How did the government respond to the protest?
6. What were the effects of the Sharpeville protests on the movement against apartheid?

***Checkpoint #1:** From 1912 to 1960, what efforts were taken to to end apartheid? How successful were those efforts?

1960-1964: ANC is Banned, Mandela goes "underground," founds Umkhonto we Sizwe and is sent to prison

Watch 00:57-04:27 of [BBC: The Story of Nelson Mandela](#)

7. What were the effects of the Sharpeville massacre on the ANC and Nelson Mandela?
8. What was the result of Mandela's trial for conspiracy?

1976: Thousands of Students Protest Afrikaans Language in Soweto

Watch this video from TIME entitled "[Soweto Uprising: The Story Behind Sam Nzima's Photograph](#)," Soweto is a black township in South Africa outside of Johannesburg, the nation's capital.



9. Why did students in Soweto protest on June 16, 1976?
10. How did the police respond to the protest?
11. What were the effects of the student protest and the police reaction in Soweto?
12. Why was the picture of Hector Pieterse banned in South Africa?
13. What were the effects of the picture and the student protests on the fight against apartheid?

Photograph taken by Sam Nzima of Hector Pieterse, June 16, 1976.

1984: Desmond Tutu Wins the Nobel Peace Prize

Watch [this video of a news report from 1984 on Desmond Tutu's Nobel Peace Prize](#)

In 1984, the Anglican Bishop Desmond Tutu was honored with the Peace Prize for his opposition to South Africa's brutal apartheid regime. Tutu was saluted by the Nobel Committee for his clear views and his fearless stance, characteristics which had made him a unifying symbol for all African freedom fighters. Attention was once again directed at the nonviolent path to liberation.

The Peace Prize award made a big difference to Tutu's international standing, and was a helpful contribution to the struggle against apartheid. The broad media coverage made him a living symbol in the struggle for liberation, someone who articulated the suffering and expectations of South Africa's oppressed masses. There are many indications that Tutu's Peace Prize helped to pave the way for a policy of stricter sanctions (or economic penalties) against South Africa in the 1980s.

14. Why did Desmond Tutu receive the Nobel Peace Prize?
15. How did Desmond Tutu's award help the cause to end apartheid?

***Checkpoint #2:** From 1960 to 1984, what efforts were taken to to end apartheid? How successful were those efforts?

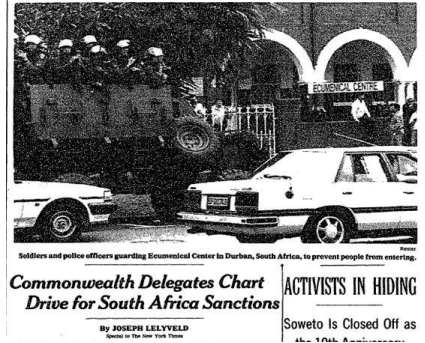
1986: Government Cracks Down on Dissent

As you have read, in 1960 the ANC radicalized after the Sharpeville massacre in which 69 people were killed. After Mandela was arrested for planning armed resistance against the apartheid government, the fight against apartheid continued with other ANC members, university students, young high school aged students and community members. By the mid 1970s, the anti-apartheid movement gained momentum and by the 1980s, the anti-apartheid struggle was strong and gaining international support.

In 1986, President P.W. Botha, the leader of the National Party, declared a state of emergency and implemented martial law. Over the next four years, thousands of Blacks were detained or killed as a result.

- 16. Why do you think P.W. Botha declared a state of emergency?
- 17. What were the effects of this state of emergency?

STATE OF EMERGENCY IMPOSED THROUGHOUT SOUTH AFRICA; MORE THAN 1,000 ROUNDED UP



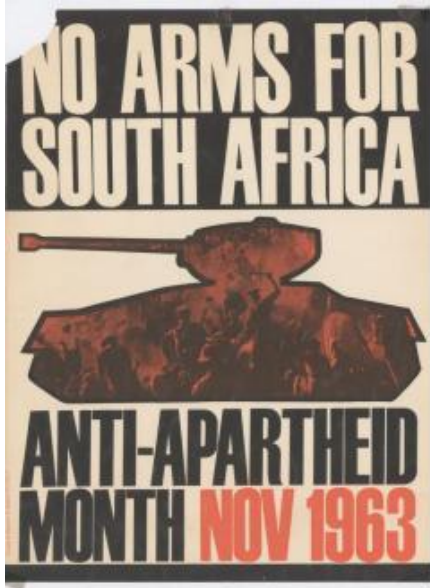
1986: United States Calls for Sanctions in South Africa

In 1986, the United States passed the Comprehensive Anti-Apartheid Act. The Comprehensive Anti-Apartheid Act was a law enacted by the United States Congress which imposed sanctions against South Africa until it ended the system of apartheid. Sanctions are punishments that one country puts on another one. The United States issued economic, political and social sanctions that hurt the economy of South Africa, putting pressure on the government to end apartheid.

- 18. Why do you think the United States passed the Comprehensive Anti-Apartheid Act?
- 19. How do you think the South African government felt about these sanctions?

1986: International Divestment and Boycotts

In November 1962, the United Nations General Assembly passed a non-binding resolution establishing the **United Nations Special Committee Against Apartheid**. This committee called for economic and other sanctions on South Africa; however, all Western nations refused to join the committee. Despite this failure, the anti-apartheid movement continued within individual countries like Great Britain. Boycotts and divestment, the process of taking money out of investments, took the form of refusing to buy South African goods, refusing to support South African professors, and refusing to make business investments in South Africa until apartheid ended. Additionally, South Africa was not allowed to compete at the Olympic Games from 1964 to 1988, as a part of the sporting boycott of South Africa during the apartheid era.



by Anti-Apartheid Movement London, United Kingdom Undated, about October or November 1963



by National Union of Students, Anti-Apartheid Movement London, United Kingdom Exact year unknown, 1970s



Boycott - Contaminated with apartheid - South African goods - 12 inch sticker used by activists, from the collection of the Library of Congress

- 20. The divestment & boycott campaigns are often credited for helping to bring apartheid to an end. How might the divestment & boycott campaigns have helped stop apartheid?
- 21. Why might other nations and international organizations get involved with the struggle to end apartheid?

***Checkpoint #2:** From 1986 to 1989, what efforts were taken to to end apartheid? How successful were those efforts?

1989: Apartheid Laws Relaxed and Mandela meets with New President

In August 1989, F.W. de Klerk replaced P.W. Botha as state president. F.W. de Klerk made some promises to end white domination in South Africa and relaxed some of the apartheid laws. Also in 1989, de Klerk released eight of the country's most prominent anti-apartheid political prisoners.

22. What promises did de Klerk make when he became president in 1989?
23. How might supporters of apartheid feel about de Klerk's promises?
24. How might anti-apartheid activists feel about de Klerk's promises?

February 11, 1990: ANC Ban is lifted and Mandela is Released!

Watch this [CNN Video of Nelson Mandela's Release from Prison](#).

On February 2, 1990, de Klerk lifted the ban on the ANC and other political organizations. He also promised that Mandela would be freed shortly. de Klerk also removed the restrictions placed on Black communities since the state of emergency declared by Botha in 1986.

On February 11, 1990, Mandela was finally freed at the age of 71 after being imprisoned for 27 years. After Mandela's release, he pledged to continue his fight against apartheid and white domination.

SOUTH AFRICA'S PRESIDENT ENDS 30-YEAR BAN ON MANDELA GROUP; SAYS IT IS TIME FOR NEGOTIATION



25. Why was the release of Mandela an important turning point in the anti-apartheid struggle?
26. Does the release of Mandela mean that the struggle against apartheid is over? Explain.
27. How might supporters of apartheid feel about Mandela's release? How might anti-apartheid activists feel about Mandela's release?

December 20, 1991: Deliberations for New Constitution

In 1991, de Klerk repealed many of the remaining apartheid laws. Mandela and de Klerk sat down to begin negotiations on a new constitution. These meetings are not easy as both men disagreed on several issues. Despite these disagreements, deliberations continued.

October 1993: Mandela and de Klerk Share Nobel Peace Prize

In 1990 South Africa's President Frederik Willem de Klerk decided to release Nelson Mandela, leader of the liberation movement, who had been in prison since 1963. Following the release, the two politicians worked together to bring an end to the policy of racial segregation. It was for his participation in this peace process that de Klerk was awarded the Peace Prize in 1993.

When de Klerk took office as President in 1989, no one expected him to play a key part in the termination of apartheid. Both as a lawyer, as a parliamentarian, and as a member of the government he had stood out as a firm upholder of white privilege. But when he realized that the apartheid system was leading to both economic and political bankruptcy, he put himself at the head of a radical change of course. He continued the negotiations with Mandela and the ANC liberation movement, which had begun in secret. They agreed to prepare for a presidential election and to draw up a new constitution with equal voting rights for every population group in the country.

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28. According to the Nobel Peace Prize description, why was de Klerk awarded the Nobel Peace Prize?
29. According to the Nobel Peace Prize description, why did de Klerk work to end apartheid?
30. According to the Nobel Peace Prize description, why was Mandela awarded the Nobel Peace Prize?
31. According to the Nobel Peace Prize description, why did Mandela become the world's most famous political prisoner?

1994: First Democratic Elections are Held and Nelson Mandela is Elected President

On April 27, 1994, South Africans witnessed the first election ever in South African history where Black people were allowed to vote. The A.N.C. won more than 62 percent of the vote and Mandela was chosen as president.



Nelson Mandela was sworn in as the first black President of South Africa in 1994.



Photograph of South Africans waiting to vote in 1994.

