

“Cry Freedom”: Apartheid in South Africa



Source

Cry Freedom. 1987 film portraying the Black Consciousness Movement activist Bantu Stephen Biko.



Apartheid-era Bench in Cape Town, 2023

Agenda

- Opening: Reflection
- From Colonization to Apartheid: Resource Rich Land (Agriculture & Mining diamonds, gold)
- Bantu Education during Apartheid
- Closing: Comparing Lived Experiences with U.S. students and South African Bantu-educated students



Reflection:
Write a description of the image and of what feelings and thoughts it evokes in you.

Colonization and the “Scramble for Africa,” 1884-85



Germany partitioned Africa

This partition created current-day borders in Africa



South Africa

These colonial, artificial borders divided families, communities and ethnicities

Colonization to Apartheid Timeline

Source: Dr. Thula Simpson, Associate Professor of History, University of Pretoria, July 5, 2023 lecture



19th Century — Agriculture to Mining

The Dutch & British focus on agricultural products until 1867, when diamonds were found in Kimberly and later when the world's largest gold deposit was found in Johannesburg

1913 — 1913 Land Act

Less than 8% of the land would be allocated to 75% of the native population

1936 — 1936 Land Act

Land allocation to native Blacks was extended and capped at 13.5% (which would from reserves)

1948 — Nationalist Party Elected

Initiates a formal system of brutal racial segregation called apartheid

Nationalist Party: South African Nazism as Apartheid, 1948-1994

01

Outlawed mixed race/interracial marriages

02

Outlawed Jewish immigrants and immigration; removed right of college students to vote

03

Segregated those classified as Indians (from India) and Coloreds (those mixed with white and Black)

04

The complete segregation of native/indigenous Black South Africans to reserves and townships, which were the most under-resourced, impoverished communities

Early apartheid legislation removes limitations on state incursion through decrees and brutally violent state enforcement with absolute power because South Africa has no constitution.

Bantu Education

“Separate but Equal???”

Apartheid Education’s Aim to create a Permanent Underclass



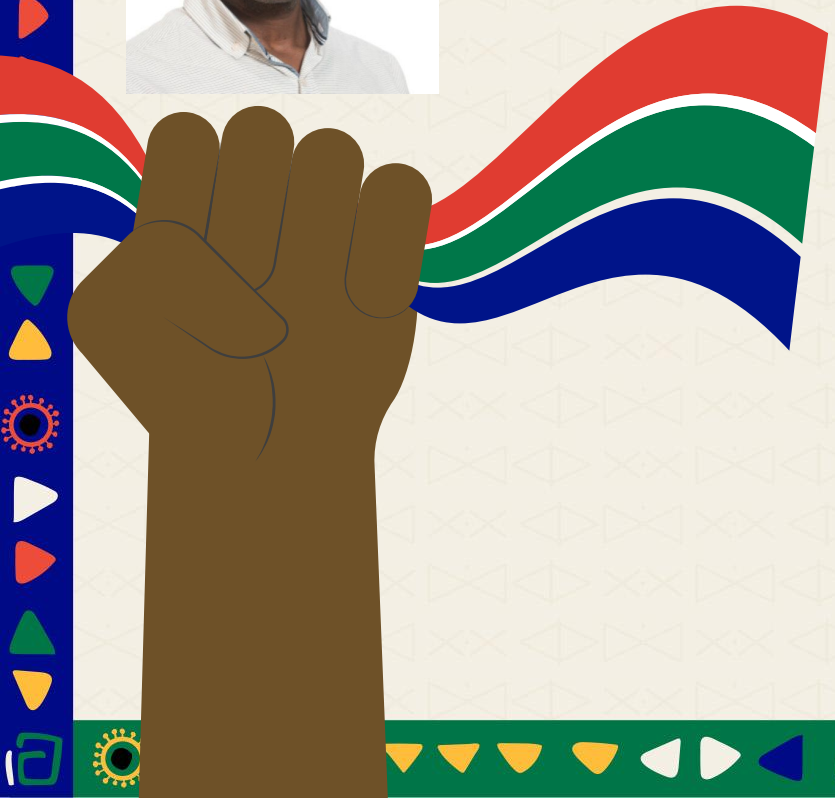
Waterfall Reflection:

Reflection: Take 2-5 minutes to reflect back on your experiences in elementary, junior high/middle, or high school. Guiding questions:

1. What were your favorite classes?
2. What were your favorite extracurricular activities?
3. Why were these your favorite?

Type your responses in the chat BUT DO NOT HIT the ENTER button until I tell you. I will give a countdown of 1-2-3 after the 2-5 minutes. When I say “3” everyone will hit the enter button to share your reflections at the same time.





Dr. Leepile Motlhaolwa, Associate Professor, University of Pretoria, Humanities Education

"The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to refocus on the quality of education offered in schools."

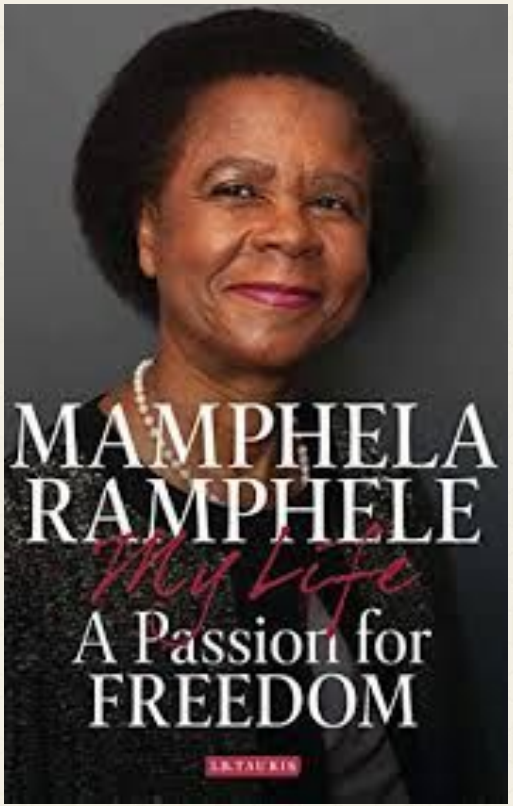
July 6, 2023 Lecture



Bantu Education: The Reality of Separate and UNEQUAL

- During apartheid, the country spent 20X more on white children than on Black children
- A great divide in quality of education re: resources, class sizes, supplies, facilities exists between urban and rural education that was created during apartheid
- The Apartheid curriculum was Eurocentric, racist and based on colonization

★ The objective of Bantu Education was to indoctrinate the majority of South Africans (i.e. indigenous Black South Africans) to serve the very small minority of Boer (i.e. Dutch-descent), English, and other European-descent South Africans in slave-like conditions



First-Hand Account of Bantu Education

The lived experiences of Black Consciousness Movement Activist Mamphela Ramphele

“Charles Dickens could well have set his bleaker social novels in South Africa and, specifically, in one of the most important secondary educational institutions in the then northern Transvaal…Like many of my contemporaries, I arrived with great expectations in January 1962 at what I anticipated would be a place of higher learning…First, the dormitories we are housed in are in an appalling state of disrepair. There are bedbugs everywhere…The second major problem area, probably the most important one for young growing bodies such as ours, is the quality of the food. I cannot understand how any responsible adult can expect young people to live on a diet that consists of mainly carbohydrates, occasional meat (often rotten), and little fresh fruits and vegetables…It is hardly surprising that the majority of the students, particularly the girls, end up with severe pellagra (a vitamin B complex deficiency). What is even more infuriating, though, is the attitude of the matron. She blames the skin manifestation of the vitamin deficiency disease on the girls themselves.”

Closing Activity: Developing Compassion through Comparison

Instructions: In pairs and small groups, revisit the waterfall reflections with your school-based experiences. Complete a T-chart identifying the specific differences between your experiences and those of Mamphela. For each characteristic of Bantu education, identify a corresponding difference in your own schooling (i.e. when meat was served, it was often rotten vs. the frequency and quality of the meat you ate at school during breakfast and/or lunch).

DISCUSSION QUESTION: How do you think you would have been affected if you had attended a school with such poor resources and where students' basic needs were not met?

Differences between Bantu Education & Education in the U.S.	
Bantu Education	**Education in the U.S.**

The African child learns to hate his heritage in his days at school. So negative is the image of African society presented to him that he tends to find solace only in close identification with white society. Part of the approach in bringing about “black consciousness” has to be directed to the past, to seek to rewrite the history of the black man and to produce in it the heroes who form the core of the African background.

–Bantu Stephen Biko, University Student
Anti-Apartheid Activist, Leader & Founder of the
Black Consciousness Movement




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