

UNIT 1

The Universal Declaration of Human Rights after World War II

Did you know?

Some of the political and military leaders in Nazi Germany and in Japan were put on trial after the war and charged with crimes against humanity and war crimes.

New words

headquarters: the main offices where the leaders of an organisation work

fundamental: most important, and from which everything else develops

At the end of World War II, world leaders wanted to make sure that the world would be a better place. They were shocked by the way people had been treated before and during the war. They were especially shocked by the actions of the Nazis towards the Jews in Europe, and by the actions of the Japanese towards the Chinese in Asia. The policies and actions of the Nazis and the Japanese had been based on the racist belief that they were superior to other people and could treat them as they liked.

World leaders wanted to ensure that, in future, the basic human rights of all people would be respected. This was one of the tasks of the United Nations Organisation, which was formed at the end of the war.

The United Nations and Human Rights

Towards the end of World War II, world leaders had met to discuss how such a war could be prevented in the future. In 1945 they formed the United Nations Organisation (UN). The headquarters are in New York. The main aims of the UN are to:

- maintain peace in the world
- promote economic and social development
- protect fundamental human rights.

In December 1948, the UN drew up the Universal Declaration of Human Rights. It states that all people, whatever their race, gender or religion, are equal and have the same rights. These rights include freedom of speech and movement, and the right of all adults to vote to elect the government, and to work. It also states that people should be free from slavery and torture. The declaration was a great step forward in recognising human rights.



The emblem of the United Nations shows the world surrounded by olive branches, which are a symbol of peace.

Did you know?

You can find out more about the UN on its website (www.un.org). For information about its work on human rights go to www.unhcr.org. This website includes information on the Universal Declaration of Human Rights.

The UN Declaration of Human Rights lists 30 human rights. This source shows you 12 of them.

The Universal Declaration of Human Rights

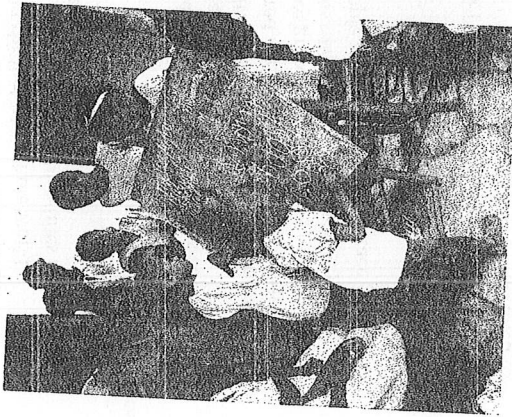
1. All human beings, regardless of race, colour, sex, or religion, are born free and have the same rights.
2. All people have the right to life and liberty (freedom).
3. Slavery and the slave trade shall be banned in all forms.
4. No one should suffer torture, or inhuman punishment. No one should be put in prison without trial.
5. All people are equal before the law, and have the right to a fair trial.
6. All people have the right to travel freely in their own country. They also have the right to leave their own country and return to it.
7. Adult men and women have the right to marry. Men and Women are entitled to equal rights in marriage.
8. All people have the right to own property.
9. All people have the right to freedom of thought and religion, and to worship in freedom.
10. People have the right to make part in the government of their country.
11. All people have the right to work, and to equal pay for equal work.
12. Education should be free and compulsory.

Universal Declaration of Human Rights
Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

UNESCO (the UN Educational, Scientific and Cultural Organisation), is part of the UN. It runs projects to improve education standards. It believes that education and science can be used to promote justice and human rights.

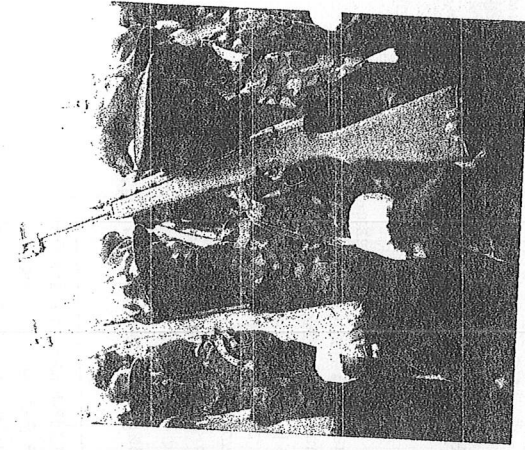
UNICEF (the UN International Children's Emergency Fund), is also part of the UN. It sets up programmes to help protect children's rights. For example, they are trying to tackle the problem of child soldiers, often used in civil wars in Africa.

Source B Photograph of children in Haiti writing on blackboard



These children in Haiti learn to write using blackboards provided by UNESCO.

Source C Photograph of child soldiers in Angola



UNICEF tries to help child soldiers, like these in Angola.

ACTIVITY 1 Analyse human rights

Work on your own to answer these questions with sentences or short paragraphs.

- 1 Explain why people felt that there was a need to protect and promote human rights after World War II.
- 2 What were the main aims of the United Nations?
- 3 Study Source A. Identify the rights that are very important to you. Explain your choices.
- 4 Explain why it is important to know your rights.
- 5 Study Sources B and C. Explain how they show the UN carrying out its aim of promoting human rights.

While most of the rest of the world realised that human rights should be protected, in South Africa the opposite happened. After World War II, the Nationalist Party government came to power. It introduced the policy of apartheid which ignored and abused people's basic human rights. The policy was based on racism (which you will read about in the next unit).

Activity 5

Assess the impact of World War II

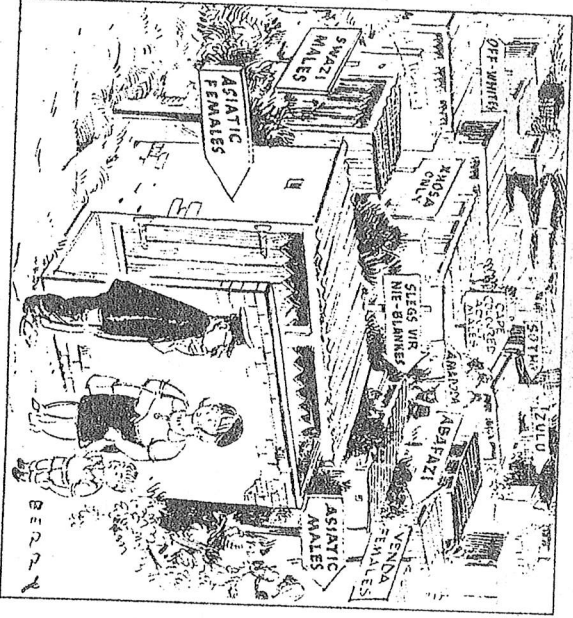
- Work in pairs to complete this activity.
- 1 List the four reasons given in Source A to explain why black families moved to and stayed in Johannesburg.
 - 2 Explain the values that the Allies were fighting for in the war? How did this influence many people's thinking in South Africa? (Hint: think about who they were fighting against and the system they wanted to stop from spreading through the whole world.)
 - 3 Use Source A and the text to explain why many whites started to support the National Party's apartheid policy.

The main apartheid laws

After it came to power, the National Party government introduced many new laws to enforce the system of apartheid:

- The *Population Registration Act* divided the whole population into four race groups: black, white, coloured and Indian. People were given identity cards that stated the race group they belonged to.
- The *Mixed Marriages Act* and *Immorality Act* made marriages and relationships between white people and people of other race groups illegal.

Source B Cartoon about separate amenities



In this cartoon, the mother and child are trying to find the racially correct toilet to use. Under apartheid all facilities were segregated. This cartoon points out how this made everyday life more difficult.

- The *Group Areas Act* identified separate areas for each race group. Those living in areas allocated to another race group were forced to leave.
- The *Separate Amenities Act* forced people to use separate buses, trains, parks, benches, hotels, cinemas, hospitals, ambulances, libraries, restaurants, beaches, toilets, and so on. Sport was strictly segregated: no inter-racial competitions were allowed and no mixed-race sporting teams could represent South Africa. No mixed-race teams from other countries could tour South Africa.

- The pass laws were strengthened and applied strictly. The police could demand to see the passes of black men at any time. If their pass was incorrect, or they did not have a pass with them, they could be taken to court and jail. Often they had to do hard labour on prison farms.
- Under the *Bantu Education Act*, the government took over control of the education of black children. They were taught to be obedient and not to think critically. Far less money was spent on black schools than on schools for other races.

Source C An extract from a speech by Hendrik Verwoerd
 From a speech made in parliament in 1953 by the Minister of Native Affairs, Hendrik Verwoerd. He later became the Prime Minister of South Africa.

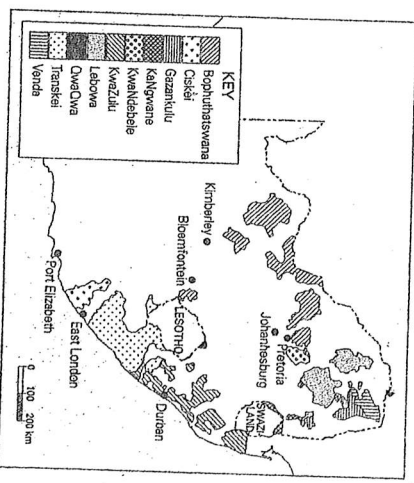
The Native will be taught from childhood to realise that equality with Europeans is not for them.... What is the use of teaching the Bantu mathematics when he cannot use it in practice.... There is no place for the Bantu child above certain forms of labour.

Source D An extract from an interview with Ruth Mompati
 Ruth Mompati comments on the purpose of Bantu Education in an interview with Diana Russell held in 1987. Mompati was a member of the ANC. (Quoted in Diana Russell (ed.), *Lives of Courage: Women for a New South Africa*, 1989.)

Black people were only to be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population.

- The *Separate Representation of Voters Act* took the vote away from coloured voters in the Cape. After this, only whites had political rights.
- The *Homelands system* was based on the idea that black people belonged to separate national groups and that each group should have its own 'homeland' (or 'Bantustan'). According to the government, every black person was a citizen of his or her homeland, and therefore was not a South African. Ten separate homelands were set up in the reserves. The map alongside shows that they were geographically broken up. They had no major industries or resources, and therefore they could not be economically strong. The South African government could overrule any decisions made by their governments.

Source E Map of homelands



This map shows the ten homelands in South Africa. They were divided according to ethnic groups (Tswana, Venda, Xhosa, Zulu and so on).

Source H Sheena Duncan, a leader in the Black Sash, gives her views on the system of forced removals

Sheena Duncan gives her views on the effects the system of forced removals had on people's lives in an interview. Duncan was a leader in the Black Sash, which was an organisation that helped people who had been forced to move. It raised awareness about the effects of forced removals and the Homelands system.

Over three million people have been forced to move. About seven hundred thousand of them are white, coloured and Indian people who have been moved to residential areas set aside for their own racial group. The rest are African removals

When you move people, it means total poverty for them. They lose their means of survival. The only way of getting work then is to get locked into the migrant labour system

In terms of human suffering and poverty and destruction of people and communities, these forced removals must be the greatest evil in South Africa. Forced removals destroy people physically, and they destroy people's spirits. Community life is totally destroyed and hopelessness and poverty prevail. It has been a terrible, terrible sin, and the consequences for the future are enormous.

Activity 7 Analyze the impact of forced removals on people's lives

Work on your own to answer these questions.

- 1 What did the people in Sophiatown and Mogoopa have in common before their removal?
- 2 Explain the term *forced removals*.
- 3 Use Sources F and G (and their captions) and the text to explain why the government wanted to remove people from Sophiatown.
- 4 Discuss why is an eye-witness account, like Source E, valuable for us when studying forced removals.
- 5 Read Source H and answer these questions:
 - 5.1 What is Duncan's view of forced removals and how does she substantiate (back up) her opinion?
 - 5.2 How does the information about the Mogoopa people illustrate what Duncan says in Source H?

As part of the Bantustan policy, the government forced three and a half million people to move into the overcrowded and very poor homelands. This policy of moving people was known as '*forced removals*'. One well-known case of forced removals was of the Bakwena ba Mogoopa, who were forcibly removed from two farms they had owned since 1913.

New word

migrant labour: people who had to move away from the area where they lived and work in another area in order to get jobs

UNIT 4 1950s: Repression and non-violent resistance to apartheid

Protests against the apartheid laws started immediately. Resistance took many forms: petitions, letters to the press, as well as mass demonstrations. Ordinary people became involved in improving community conditions and fighting for political change.

The South African Communist Party is banned

But opposing the government was not easy. In 1950 the government banned the Communist Party. This was at the time of the start of the Cold War and the government feared the spread of communism. The government also thought that the communist idea of equality for all was dangerous. It did not like the communist support for better rights for workers. The law made the definition of a communist so wide, that anyone who opposed the government could be arrested as a communist. The government also gave itself power to ban any newspaper, organisation or meeting that went against it. Communist leaders, or anyone who spoke out against the government, could also be banned or placed under house arrest. Many trade union leaders were accused of being communist and banned.

The ANC's Programme of Action

During World War II, younger members of the African National Congress had formed the Congress Youth League. They urged the ANC to make more forceful protests against segregation policies. In 1949 the ANC adopted the Youth League's ideas in a 'Programme of Action'. They decided to promote boycotts, strikes and civil disobedience to resist apartheid laws.

The first of these protests was a May Day strike in 1950. There were clashes between the protesters and the police and 18 strikers were killed. The ANC organised a National Day of Protest and Mourning to protest about their deaths.

Biography: Albert Luthuli and his role in the ANC

Albert Luthuli (1898–1967) became the president of the ANC in 1952. He had worked as a teacher and lay preacher until he was elected as chief of the Groutville reserve in Kwazulu-Natal in 1935. He joined the ANC in 1945 and became the provincial leader.



Nelson Mandela was one of the leaders of the ANC Youth League who spoke to ordinary people in order to find out what they wanted.

New words

petitions: documents that people sign, asking for change or action on a particular issue

banned: declared illegal. A person or organisation could be banned. They were not allowed to do political work or be quoted in the media

communism: a political system which supports the interests of the working class and is against capitalism

house arrest: people may not leave their houses or communicate with anyone and must report to the police regularly

boycott: to stay away from or refuse to use something as a form of protest

civil disobedience: ignoring government laws through peaceful protest

May Day: 1st May, recognised as international workers' day or labour day in many countries



Luthuli was a deeply religious man and strongly supported the idea of non-violent resistance, such as the methods used in the Defiance Campaign (which you will read about below). The government was angry about his support for the Defiance Campaign and ordered him to resign from the ANC, or lose his position as chief. When he refused to leave the ANC, he was dismissed as chief.

Source A An extract of a statement to the press from Albert Luthuli shows his support for the Defiance Campaign.

I have joined my people in the new spirit that moves them today; the spirit that revolts openly and broadly against injustice.

The government banned Luthuli and so he was forced to stay at his home in Stanger. He was one of the people arrested and charged with treason in the Treason Trial (which you will read about below). He was released because of a lack of evidence but he was still banned. In spite of the difficulties that this made, he was re-elected as president of the ANC. He was widely respected for his constant support for non-violence. He was awarded the 1960 Nobel Peace Prize. His banning order was lifted for 10 days to allow him to go to Oslo in Norway to receive the award. He wrote a famous book about the struggle against apartheid called *Let My People Go*. He is still widely respected for his struggle for freedom under such difficult circumstances.

NEW WORD

defiance: disobedience, refusing to follow the rules; breaking the law on purpose because it is thought to be unjust



Activity 3 Analyse oppression and resistance

- Work on your own to answer these questions.
- 1 Describe the ways the government restricted political opposition.
 - 2 Explain how the ANC Youth League changed the nature of resistance.
 - 3 After reading the text about Albert Luthuli and Source A, explain why he was chosen to receive the Nobel Peace Prize.

The Defiance Campaign

In 1952, opposition groups decided to start a Defiance Campaign, which was a programme of peaceful mass protest in which people would deliberately break apartheid laws. People refused to carry their passes, sat on 'Whites Only' benches, and walked through 'Whites Only' entrances. The organisers hoped that so many people would be arrested that the jails would be too full and the government would have to change the laws.

The Defiance Campaign lasted three months, and over 8 000 people were arrested. It increased political awareness inside and outside South Africa. One of its main organisers was the ANC, and its membership rose from 7 000 to 100 000 as a result. Other countries criticised the government's policies and the United Nations set up an enquiry into apartheid.

Source B A quotation from Albertina Sisulu

The ANC had a rule that if people had children, only one parent could be involved in the Defiance Campaign. So Albertina Sisulu, the wife of ANC Youth leader Walter Sisulu, could not take part, because her husband was involved. Here she mentions Lillian Ngoyi, who was a leader in the resistance movement in the 1950s. (Quoted in Diana Russell (ed.) *Lives of Courage: Women for a New South Africa*, 1989).

Walter led the first group of resisters and they were arrested for breaking the pass laws. By law, they were not supposed to enter the township of Boksburg without a permit and without being accompanied by a policeman. Lillian Ngoyi defied the law at the post offices where we had our own entrance and whites had theirs. She went into the white section where black women were not allowed. Because I wasn't able to participate directly in the campaign, I helped feed the families of the people in jail.

After the Defiance Campaign, the government introduced new laws which gave it the power to declare a state of emergency. In a state of emergency, the police and army have special powers to crush resistance. They do not have to follow usual laws. Repression by the government increased.

The influence of Mahatma Gandhi

The Defiance Campaign was based on the ideas of Mahatma Gandhi. He was an Indian nationalist leader who developed a system of non-violent (or passive) resistance to bring about change. Before 1947, India was a British colony and the Indian nationalist movement wanted independence from British control. Instead of using violence to force the British to leave India, Gandhi supported the use of non-violence. His system was called *satyagraha*, or soul force. He believed that by using peaceful means to fight for justice he could force his enemies to change. The movement was successful, because in 1947 the British gave independence to India.



Activity 4 Analyse resistance methods of the Defiance Campaign

- Work in pairs to answer these questions. Write short notes.
- 1 Explain the purpose of the Defiance Campaign.
 - 2 Explain the thinking behind Gandhi's *satyagraha* system and say how it is shown in Sources A, B and C.
 - 3 Identify the laws being rejected by the people in Source B.
 - 4 The Defiance Campaign was a non-racial protest involving people of all races. Do the sources show this? Explain your answer.
 - 5 Give a definition of a state of emergency and explain why you think the state felt it needed to have the power to declare one.

New words

repression: harsh government reaction to crush opposition and protesters

independence: the right of a people to rule themselves, to be free from colonial rule



Source C: Picture of a woman giving a speech at a mass meeting

The Defiance Campaign increased people's belief that they could challenge the government. There were many mass meetings like this one.

The Freedom Charter and Treason Trial

Many opposition groups now joined together in the Congress Alliance. They wanted to write a document that would state how they wanted South Africa to be governed in the future. They needed to know what people wanted. So they trained and sent volunteers all over the country to collect their demands. These demands were put together in a document called the Freedom Charter. It was accepted by 3 000 delegates at the Congress of the People in Kliptown, in Soweto. From this time on, the Freedom Charter was used by the ANC as the guideline for a future non-racial South Africa.

New word

non-racial: including all people, irrespective of their race

Source D Opening words of the Freedom Charter

These are the opening words of the Freedom Charter. This was adopted in 1955 at the Congress of the People in Kliptown, Soweto.

We, the people of South Africa, declare for all our country and the world to know:

That South Africa belongs to all those who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people.

That our people have been robbed of their birthright to the land, liberty and peace by a form of government founded on injustice and inequality.

That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities.

That only a democratic state, based on the will of the people, can secure to all their birthright, without distinction of colour, race, sex or belief.

And therefore, we the people of South Africa, black and white together - equals, countrymen and brothers - adopt this Freedom Charter. And we pledge ourselves to strive together, sparing nothing of our strength and courage, until the democratic changes here set out have been won.

Source E Main points of the Freedom Charter

These are the main points of the Freedom Charter.

The people shall govern.

All national groups shall have equal rights.

All people shall share in the country's wealth.

The land shall be shared by those who work it.

All shall be equal before the law.

All shall enjoy human rights.

There shall be work and security.

The doors of learning and culture shall be opened.

There shall be houses, security and comfort.

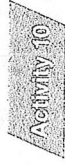
Let there be peace and friendship.

These freedoms we shall fight for, side by side, throughout our lives, until we have won our liberty.

The government arrested 156 leaders of the opposition movements and put them on trial for treason soon after the Freedom Charter was written. This Treason Trial went on for five years. The government tried to prove that the leaders were part of a communist plot to overthrow it, and that the Freedom Charter was a communist document. In 1961 all of the accused were found not guilty and released.

New word

treason: plotting against the government



Analyse the Freedom Charter

Work in groups to answer these questions.

- 1 What was the Congress Alliance and why did they think it was important to write the Freedom Charter?
- 2 In groups discuss and draw a mind map of what you know about democracy.
- 3 Read Sources D and E carefully, and make sure you understand all the words. Then answer these questions.
 - 3.1 The Freedom Charter states that the resistance movements wanted to achieve democracy. Write down words from Source D that show this.
 - 3.2 Why did the government not like the Freedom Charter?
 - 3.3 Based on the information in Sources D and E, analyse the importance of the Freedom Charter in our history.
- 4 The Treason Trial lasted five years and then all the accused were released. What impact do you think the trial had on the resistance movement?

The Women's March

Women played an active part in resistance. When the government decided that black women would have to carry passes just as men did, women formed the Federation of South African Women (later called FEDSAW). It organised a number of peaceful anti-pass demonstrations. The largest of these was a march to Pretoria to present petitions and protest letters to the government. On 9 August 1956, 20 000 women of all races took part in this march. They handed in the letters but never received any reply from the government. Two of the leaders of this march were Helen Joseph and Lilian Ngoyi.

Source F Quote from Ruth Mompati about why FEDSAW was important
Ruth Mompati remembers why FEDSAW was important. Quoted in Diana Russell (ed.) *Lives of Courage: Women for a New South Africa*, 1989.

Working with all women in the federation helped us to realise that there were no differences between us as mothers. We were all women. We all had the same worries. We all wanted to bring up our children to be happy and to protect them from the hardships of life. This gave us more commitment to fight for unity in our country. It showed us that people of different races could work together well.

Did you know?

The Black Sash was another anti-apartheid women's organisation. They wrote letters to the press, monitored court cases, and petitioned parliament. They ran legal advice offices which helped millions of people, particularly with problems with the pass laws.

Biographies: Helen Joseph and Lilian Ngoyi

Helen Joseph and Lilian Ngoyi were two of the four leaders who handed anti-pass petitions over to Sirifdom (the Prime Minister) on 9 August 1956 when 26 000 women gathered at the Union Buildings in Pretoria.

Helen Joseph

Helen Joseph (1905–1992) was born in England and came to South Africa in the 1930s and worked as a social worker. She was shocked by the conditions under which black women were forced to live and she

became a leading anti-apartheid activist. She was a founder member of FEDSAW, a leader in the Women's March, helped to draft the Freedom Charter and was one of the Treason Trialists. She was placed under house arrest by the government and also banned until she was 80 years old.

Lilian Ngoyi

Lilian Ngoyi (1911–1980) was president of the ANC's Women's League and the first woman to be elected to the ANC's national executive. She was also a founder member of FEDSAW, a leader of the Women's March and a Treason Trialist. She was known as a gifted public speaker. Although she was banned, she managed to travel overseas. There she spoke to women's groups and at anti-apartheid rallies to get support for the struggle against apartheid. She visited the UK, Switzerland, Germany, Russia and China. Back in South Africa she was banned again and also spent several months in jail in solitary confinement.



Leaders of the Women's March, Rahina Moosa, Lilian Ngoyi, Helen Joseph and Sophie Williams, delivering the anti-pass petitions and letters.

Module 6

Revision

Revision summary

- The Universal Declaration of Human Rights after World War II
- The United Nations Organisation was founded to ensure the basic human rights of all people would be respected.
 - The main aims of the UN are to maintain peace in the world, promote economic and social development and protect fundamental human rights.

The definition of racism

- One way in which people's rights have been abused is through discrimination based on race.
- Studies in evolution and genetics have proved that there are no genetic differences between the different races. Race is a myth.

1948: The National Party and apartheid

- During World War II many black workers took over the skilled work of white soldiers, who were fighting in the war. Black workers began to demand better pay and working conditions.
- The National Party introduced a policy called apartheid, which involved the separation of each race group.
- The National Party government introduced many new laws to enforce the system of apartheid (eg. the Group Areas Act).
- The government forced three and a half million people to move into the overcrowded and very poor townships.

1950s: Repression and non-violent resistance to apartheid

- Protests and resistance against the apartheid laws started immediately.
- In 1949 the ANC adopted a Programme of Action to resist apartheid laws.
- In 1950 the government banned the Communist Party.
- In 1952, opposition groups started a Defiance Campaign, a programme of peaceful mass protest in which people would deliberately break apartheid laws.
- In 1955, opposition groups joined together in the Congress Alliance which drew up the Freedom Charter.
- In 1956, FEDSAW organised peaceful anti-pass demonstrations to present petitions and protest letters to the government.

Revision activity

Read the following sources which deal with the story of Sandra Laing.



AGONY Explain women's resistance

- Work on your own and write short paragraphs to complete this activity.
- 1 Using the text and Sources F and G explain why FEDSAW was formed and why it was important.
 - 2 How does Source G show the commitment to non-racism that was promoted in resistance of the 1950s? Discuss why you think this was important to the people opposing apartheid.
 - 3 Explain how the lives of Helen Joseph and Lilian Ngoyi are good examples to show women's resistance to apartheid in the 1950s. (Hint: give examples from each woman's life that show qualities such as commitment to peaceful protest, promotion of non-racial participation, encouraging mass-based protest and unity, and bravery in the face of state oppression.)