The Other Side of Modernity
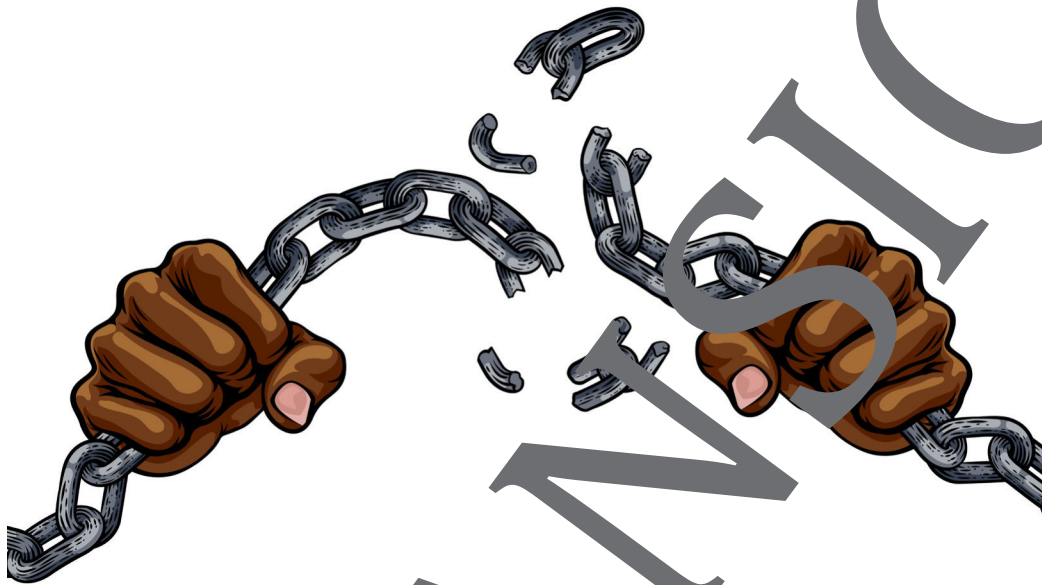
Decolonization – A Struggle Beyond Independence

Ein Beitrag von Dr. Henning Kulbarsch

In den Jahren nach 1945 erlebte die Welt eine Phase der „Dekolonisierung", das heißt das Ende fast aller Kolonialreiche. Die betroffenen Ex-Kolonien konnten jedoch nicht uneingeschränkt von der Dekolonisierung profitieren. Armut, Konflikte, Unsicherheit und Abhängigkeit von der ehemaligen Kolonialmacht prägen viele Ex-Kolonien bis heute. Die vorliegende Reihe widmet sich diesen post-kolonialen Erbschaften und geht dabei auch auf Themen wie Rassismus, Stereotype, den ungleichen Handel sowie die konkreten Beispiele Indien und Nahost ein.

KOMPETENZPROFIL

Klassenstufe:	10
Dauer:	8–9 Unterrichtsstunden
Kompetenzen:	Das Thema multiperspektivisch bearbeiten, sich am Beispiel Afrika mit postkolonialen Problemfeldern auseinandersetzen, den Nahostkonflikt nachvollziehen, Indiens Weg in die Unabhängigkeit erläutern, das Thema Migration nachvollziehen
Thematische Bereiche:	Dekolonisierung, Postkolonialismus, Rassismus, Stereotype, Globalisierung, Indien, Afrika, Naher Osten, Migration
Medien:	Text, Bild, Karikatur, Karte, Statistik, Video, Social Media

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Auf einen Blick

1. Stunde

Thema: Getting Started: Colonies and Decolonization

M 1   **Colonies in 1945 – A Map**
M 2   **What Does "Decolonization" Mean? – A Difficult Te.. Explained**

Inhalt: Die Schülerinnen und Schüler setzen sich mit verschiedenen Bedeutungs-
                  dimension der Begriffe „Kolonie" und „Decolonisierung" auseinand..

2. Stunde

Thema: The Legacies of Colonialism I: Racism

M 3   **Racism – A Product of Colonialism?**

Inhalt: Die Lernenden verstehe.. ..ismus als P..dukt von sowie Legitimierungs-
                  strategie für Kol..ialismus

Benötigt: Internetzugang für Yo..ube-Videos.. ..nline-Recherche

3./4. Stunde

Thema: ..e Legacies of Colonia.. II: Stereotypes & Unequal Trade

M 4   **S..reotype.. ..Result of Colonialism – The Example of Africa**
M 5   **Pos..olo..al Afric.. – Still Not an Equal Trading Partner?**

Inhalt: Die Sch..lerinnen und Schüler setzen sich am Beispiel Afrikas mit
                  (post)kolo..en Stereotypen und den Spätfolgen des Kolonialismus für die
                  Wirtschaft des Kontinents auseinander.

Benötigt: Internetzugang für Aufgabe zum Instagram-Kanal „Everyday Africa", Bea-
                  mer für Präsentation ausgewählter Fotos, Endgeräte für digitale Umfrage
                  ..er Wooclap

.. Stunde

Thema.   Examples of Decolonization I: India

M 6   **India and Gandhi – A Peaceful Way of Decolonization?**
M 7   **Between Democracy and Poverty – Postcolonial India**

Inhalt: Die Lernenden beschreiben verschiedene Faktoren für den Erfolg der in-
                               dischen Unabhängigkeitsbewegung und setzen sich mit der postkoloniale
                               Situation Indiens auseinander.

Benötigt: ggf. Internetzugang für Online-Recherche

6./7. Stunde

Thema: Examples of Decolonization II: Middle East

M 8   **The Roots of the Middle East Conflict**
M 9   **Israel and Palestine today – Any Chance for Lasting Peace?**

Inhalt: Die Schülerinnen und Schüler erkennen die britische Kolonialpolitik als
                               Vorgeschichte des Israel-Palästina-Konflikts und zeichnen dessen weiteren
                               Verlauf nach.

Benötigt: ggf. Internetzugang für Online-Recherche

8. Stunde

Thema: Migration

M 10   **International Migration**

Inhalt: Die Lernenden identifizieren Zusammenhänge zwischen dem Prozess der
                               Dekolonisierung und den globalen Migrationsbewegungen seit 1945.

Lernerfolgskontrolle

M 11   **Examining China's Debt – A New Form of Colonialism?**

Inhalt: In der Lernerfolgskontrolle diskutieren die Schülerinnen und Schüler, in-
                               wieweit Chinas Politik als Neokolonialismus bezeichnet werden kann.

Erklärung zu den Symbolen

Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.

leichtes Niveau   mittleres Niveau   schwieriges Niveau

What Does "Decolonization" Mean? – A Difficult Term Explained

M 2

After 1945 and the end of World War Two, many countries decolonized. But what does that mean?

Tasks

1. Read the text. Write down a definition of the terms "decolonization" and "postcolonial".
2. Analyse the photograph of the Black Star Gate in Accra, Ghana.
3. Discuss in class whether the monument resembles certain European buildings.

About the Terms "Decolonization" and "Postcolonial"

Until 1945, many regions around the world had been colonies. A colony is an area which is controlled and ruled by a distant state, in the past most often a European one. Usually, there was no land border between the colony and the colonial power. When a colony achieves independence from the colonial power, it is decolonized. *Decolonization* can happen either by violence (independence war) or peacefully. An example for a peaceful decolonization was Ghana: When declared its independence in 1957, the British accepted this decision and did not send soldiers to fight the Ghanaian army. In some cases, however, decolonization was accompanied by violence. One example is where, between 1954 and 1962, Algerians fought against French troops until they became France.

After a country becomes independent, it is a *postcolonial* state. This means that is no longer a colony and thus formally independent. However, most postcolonial states remain closely connected with their former colonial power. In Western Africa for instance, most countries still trade a lot with France. France also has a lot of political influence there. soldiers support the fight against terrorists. The term "postcolonialism" can also mean the trend to question these postcolonial dependencies, e. g. through research at universities.

The "Black Star Gate" in Accra, Ghana

Bilder: gemeinfrei/Wikimedia Commons

The **Black Star of Africa** is a symbol for the solidarity among African nations and their united effort against colonialism. Ghana adopted it as a national symbol when it gained independence in 1957.

Flag of Ghana

Exam: Africa's Debt – A New Form of Colonialism?   M 11

1. Describe the debt[1] situation of the mentioned African states in reference to the text and the table.
2. Explain why some African states have such massive foreign debts, especially with China.
3. Describe and interpret the cartoon.
4. Discuss whether the Chinese debt policy could be called "neo-colonial".

African Countries and Foreign Debt

Like any continent, Africa has wealthier and poorer countries. During the 20th and even more during the 21st century, some of these nations have piled up[2] a lot of debt. It is quite normal that a country has to borrow[3] some money to finance investments, e. g. in infrastructure, health or the military. Germany, the USA or Poland do the same. However, some African nations have piled up unusually large sums of debt without the chance to repay the loans[4] in time. Zambia for instance almost went bankrupt during the Covid-19 pandemic. Zambia's debt has reached more than 100 % of its GDP, Kenya has reached roughly 70 %. The **International Monetary Fund (IMF)** advises poorer states not to exceed 45 %. Both Zambia and Kenya have been British colonies. However, postcolonial poverty is not the only reason for their financial problems. Besides Covid-19, corruption is a big issue. In Kenya people already protested against local politicians and accused them of having stolen some of the money which was lent to Kenya. The former Portuguese colony of Angola as well as Ethiopia, the only African country without a colonial past, suffer from similar problems with debt.

There is another important similarity between these four countries. All of them are massively in debt with China. China has become the biggest creditor[5]. About half of the rest of the credits comes from other states, American and European banks and international organisations like the IMF and the **World Bank**. One might say "money is money", but there are differences between these creditors. The international organisations usually agree to defer[6] the repayment of loans to help a debtor[7] country. Sometimes they even waive[8] some loans. Private banks are usually not as helpful. They insist on getting back their money. However, China is criticised the most because the Chinese government connects its loans with political aims. Of course the international organisations also have political aims like stabilizing democratic African governments or preventing a hunger crisis.

China on the other hand wants more. It uses loans at good and cheap conditions to make new allies in Africa and to increase its influence there. As part of its "Belt and Road" initiative, China gives credits to African nations to build infrastructure like bridges, railways, ports and roads. One example is a new railway line in Congo which connects the country with its neighbour Ruanda. These buildings are mostly built by Chinese companies. Thus, most of the Chinese money directly goes back to China. In return, China expects African states to cooperate with China. For instance, China builds military bases in African countries and expects them to vote pro-China in international organisations like the UN or the World Health Organization (WHO). Furthermore, China is accused of using the "debt trap": If a country cannot repay its debt, China will waive the loan but demands even more "cooperation". Some scholars see this as a new kind of colonialism. China, according to them, has replaced Europe (and the USA) as Africa's colonial power.

> The **International Monetary Fund**, short IMF, is an international organisation. Its task is to provide loans to countries in need of money and to monitor financial reforms in those states. The **World Bank** has similar tasks although it usually gives out long-term loans.