

Leipzig University

Didaktik des Englischen als Fremdsprache

Seminar: VeLAD Project

Instructor: Dr. Petra Knorr

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Diversity:

**Has multiculturalism failed? – A comparative
approach between Germany and New Zealand**

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1 Overview

Topic	<p>Has multiculturalism failed? – Comparative approach between Germany and New Zealand</p> <ul style="list-style-type: none"> Analyzing signs and content from Leipzig, Germany and Auckland, New Zealand
Aims	<p>Students will develop a critical understanding of migration and multiculturalism in Germany and New Zealand</p> <ul style="list-style-type: none"> Students are able to identify New Zealand as a country of multiculturalism by analyzing a video of different New Zealanders and a quote from an article Students develop critical thinking about New Zealand’s representation of migrants by analyzing a video from the immigration center of New Zealand and comparing it critically to an immigration statistic Students become familiar with the terms <i>migration</i>, <i>immigration</i> and <i>emigration</i> by matching pictures Students can identify problems and causes of racism by choosing relevant points from a text Students become aware of cultural differences in German cities and rural areas by analyzing a German song and a sticker from Leipzig Students are motivated to engage with the topic of multiculturalism by listening to and reflecting on a German song
Level	Grade 9/10
Time	2 double lessons
Content	<ul style="list-style-type: none"> Song “<i>Wittenberg ist nicht Paris</i>” by Kraftklub; deals with the issue of racism in Germany in rural areas vs. more liberal cities, attitude toward racism “Die Partei” sticker; deals with the issue of racism in Germany in rural areas vs. cities Article about root causes of racism to find possible explanations for racist beliefs Pictures and definition, as well as questions to understand the topic of migration and multiculturalism Video of immigration center of New Zealand and statistic graph to encourage critical thinking about representations of migration Video about multiculturalism in New Zealand to get an insight about how different ethnic groups can live and benefit from each other Article about multiculturalism to critically think about the success of multiculturalism in New Zealand and Germany
Material	<ul style="list-style-type: none"> Task sheet “Wittenberg ist nicht Paris (M1) Key for M1 Task sheet “Terms and Conditions” (M2) Key for M2 Task sheet “New Zealand and migration” (M3) Key for M3 Task sheet “New Zealand and multiculturalism” (M4) Key for M4

2 Didactic considerations

The material provided offers various tasks on the topic of migration and multiculturalism in Germany and New Zealand. In general, this topic needs to be treated with sensitivity, as some students might have traumatic experiences with migration or racism.

It is possible to use these tasks as group work assignments and split the class into New Zealanders and Germans, or it can be used for individual or pair work as well. The social form can also be varied with each task. Furthermore, other countries, like Canada, can be included in the topic for further research tasks and comparison. One may also pick one or more tasks to deepen the specific subtopic. Each task sheet comes with a solution key.

The starting point of this task cycle is a song by a German band to meet the existing understanding about various cultures and migration within their home country. By analyzing the music video and song, the students can identify cultural differences between cities and rural areas in Germany. Furthermore, a sticker from the satirical political party “Die Partei” can be analyzed as another example for differences in multiculturalism and racism in Germany. The assigned article then allows the students to find out possible causes for racism and look up examples on the internet. The article is from an organization called “Human Rights Careers” which was founded by human rights activist and lecturer Robert Fellner in 2015. Quantitative differentiation is given by letting the students choose how many causes they want to define and how many examples they want to find. The second task sheet allows the student to understand basic terms that they will need when dealing with and discussing the topic. It asks for their existing and students are encouraged to come up with their own opinion and solutions. Therefore, the key material for this task sheet only offers an example point of view, and student answers may vary.

The third task sheet takes the students to New Zealand. By comparing a video from the immigration center of New Zealand and their representation of migrants to a graph of statistics of migrants’ origin, the students develop critical thinking about migration policies and representation. The video was uploaded on YouTube in 2021 and is provided by the New Zealand government and the Ministry of Business, Innovation and Employment. The graph is taken from teara.govt.nz, which is a website from New Zealand’s Ministry of Culture and Heritage. It was published in 2005 and last updated in 2015.

The final task sheet offers a view of New Zealand’s multiculturalism. The video shows various people and ethnicities and their opinion on multiculturalism in New Zealand. It was uploaded on YouTube in 2017 by He Tohu, which is a permanent exhibition in the National Library of New Zealand in Wellington. By analyzing the video, the students will gain an insight into important

aspects of multiculturalism and how it works. A short summary of a lecture about multiculturalism from the Victoria University of Wellington, published in 2013, provides the students with a closer definition of multiculturalism and asks for a comparison between Germany and New Zealand. Finally, the students are asked to get creative and draw or design a picture about their class or friends and their migrant background. This assignment should take the students back from New Zealand to their own known surroundings.

3 Background information

The song “Wittenberg ist nicht Paris” from their album *Kargo* by the band Kraftklub, from Chemnitz, Saxony, was released in 2022. Kraftklub is known to be a band politically active against racism. The song is about right-wing extremists in rural areas in Saxony and how many people move away to more liberal cities to escape racism and discrimination (Kressmann 2022). In 2007 illegal practice shooting by right-wing extremists took place in Wittenberg and the police ignored evidence (Jansen 2007). However, this incident has not been the only one, but is rather one out of many cases. Another example is a riot that took place in Hoyerswerda in 1991, where multiple attacks on immigrants and refugees took place and the police didn’t interfere fast enough to stop them (Bundeszentrale für politische Bildung 2021). The overall topic of right-wing extremists in Saxony can also be demonstrated by the last election results in 2021 (Fig. 1). The majority in all rural areas in Saxony voted for the right-wing party AfD (Alternative for Germany). Only the cities Leipzig, Dresden and Chemnitz stood out with different results. The AfD has been known for its opposition to immigration in Germany and has been under the surveillance of the Federal Office for the Protection of the Constitution as a suspected extremist group since February 2021 (Flade, Mascolo, Riedel & Steinke 2021). A deeper insight into the fear of ‘otherness’ can be achieved by reading the research study written by Weber (2016).

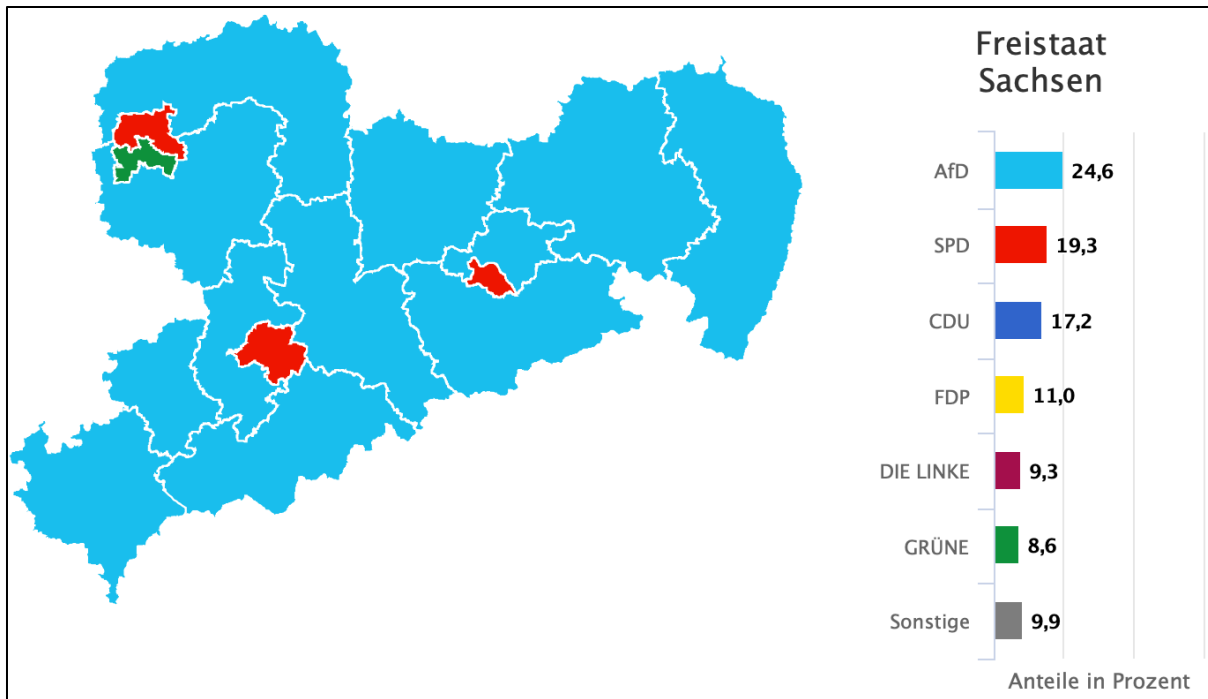


Figure 1: Election results Saxony, 2021

In contrast to Germany, New Zealand has defined itself as a country of migration and multiculturalism. New Zealand, or in Māori *Aotearoa*, is a remote land that consists of two main islands: the North and the South Island. It has not only great diversity in nature and vegetation but also in the human population. The indigenous Māori had been colonized by British settlers and in 1840 the Treaty of Waitangi was signed, which gave Europeans the authority to rule. Due to the expansion of European settlement, Māori lost a lot of land and rights. The Māori were struggling for a long time to keep their culture alive, and in the late 20th century, protests have achieved some major changes, like establishing a Māori language education system and more significant political representation. Ever since the first settlement, people have been immigrating to New Zealand and shaping a multicultural society. For the last two decades, immigrants from Asia have been predominantly the fastest-growing demographic group in New Zealand. For further general and historical information about New Zealand, have a look at Moran (2022).

Migrants in New Zealand are predominantly rated as positive, and attitudes to immigrants did not show a significant relationship with the density of immigrants in an area, as it does in German rural areas vs. cities. Furthermore, levels of perceived discrimination decrease as immigrant density increases. An analysis of attitudes toward immigrants in New Zealand was conducted by Ward and Masgoret (2008).

The United Nations states in their first article of the Universal Declaration of Human Rights (1948): “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.” This declaration

was the first common standard of achievements for all peoples and all nations and sets out fundamental human rights to be universally protected. The United Nations developed a global compact for migration in 2016 for safe, orderly and regular migration. The global compact comprises 23 objectives for better managing migration at local, national, regional and global levels. Further information is found at <https://refugeesmigrants.un.org/migration-compact>.

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