



The emergence of the COVID-19 Pandemic had signalled the winds of change which have helped to ensure that a new Executive Dean would not be the only new phenomenon in town; the way we conduct ourselves socially, economically and, most importantly, politically has changed dramatically over the past few months. In the spirit of maintaining in the *status quo* with minimal disruptions, the Department of Politics and International Relations at UJ implemented a series of sweeping changes, all of which were aimed at maintaining a safe and productive online learning environment which sought to promote knowledge generation and negate professional isolation (from both ends of the spectrum).

This issue of Political Animal bears testimony to this fact. Despite the disruptions caused by COVID-19, the Department has managed to produce meaningful contributions to the literature as well as host events with high-profile speakers on various topics from across the world. Memorable talks were given by our very own, Prof Suzy Graham, Dr Jakkie Cilliers of the Institute for Security Studies (ISS) as well as Prof Peter de Clercq, a former high-ranking United Nations official.

Our students have also out done themselves during this time of change by making their voices heard, both on air and in print. The quality of the research produced by former PhD candidate Dr. Monday Hassan has earned him an honourable mention for a prestigious international prize!

As we adapt, we must also learn to collaborate and, again, this is something that we have done well at. Our unbreakable momentum in the 'events department' should be proof of this. Evidence of collaboration can also be found within this very publication. Political Animal has fostered some remarkable bonds with both the Faculty of Humanities at UJ as well as the ISS. Earlier this year, part of the Editorial Board was responsible for the production and publication of the COVID-19 Student Voices Newsletter, an ad-hoc publication belonging to the Faculty. Both the Faculty and the ISS gave Political Animal permission to republish some insightful work on the COVID-19 Pandemic, something that we are truly grateful for. We sincerely hope that we will be able to build upon these relationships going forward!

The COVID-19 Pandemic has dramatically disrupted the *status quo* and I am beyond amazed at the grit, professionalism, innovation and collaboration the Editorial Board have displayed during this time. A special vote of thanks must also go to our Academic Advisor and HoD, Prof Suzy Graham, for all her support and encouragement! Our work would not be possible without these collective contributions. Thank you everyone!

On behalf of the Editorial Board, I would like to wish all of the students and staff in the Department of Politics and International Relations all the best for, what I am sure will be an exciting, second semester.

Sven Botha
Lead Editor of Political Animal
July 2020

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Email us:
uj.politicalanimal@gmail.com

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From the HOD's Desk



Prof Suzanne Graham has been HoD of the Department of Politics and International Relations since 2018.

Prof Graham's teaching and research interests include: foreign policy, terrorism, globalisation and international conflict.

Prof Graham has authored and co-authored several academic articles. She is also the author of the book, [Democratic South Africa's foreign policy: Voting Behaviour at the United Nations](#) (Palgrave Macmillan, 2016).

In November 2019 Prof Graham was named Co-president of RISC-RISE Consortium.

Dear Politics and IR Community,

The Coronavirus disease 2019 outbreak has resulted in individuals and families having to self-isolate, social spaces are becoming deserted and social distancing is the order of the day. This forced separation seems contrary to human instinct, but it can also reinforce for us all how important it is that freedom of movement be protected and not taken for granted and how our interactions with diverse elements within our environments has global consequences. Effective global political leadership is more important than ever as this disease draws humanity together against a common enemy.

I hope that you continue to aim for excellence in your academic work, despite the numerous challenges that the current circumstances bring.

Keep well and stay safe!

S Graham

Prof Kammila Naidoo, appointed Executive Dean of the Faculty of Humanities

By Caroline Williams

On the 5th of May 2020, the University of Johannesburg announced the appointment of a new Executive Dean for the Faculty of Humanities, Prof Kammila Naidoo.

Prof Naidoo is a widely published and highly cited scholar. She is a proficient scholar through her various publications in journals, reports and book chapters. Prof Naidoo was also awarded several national and international scholarships and grants. A number of advisory and editorial boards were very fortunate to have been served by Prof Naidoo. According to the Department of Sociology, "Prof Naidoo brings with her a wealth of institutional knowledge and academic experience".

Through her specialities in the areas of gender, family, HIV/AIDS and sexual and reproductive health, she was able to be a part of a new research project awarded 1.76 million Euros to investigate the determinants of violence against women. Prof Naidoo has had the opportunity to teach at various institutions including the University of Durban-Westville, University of Pretoria, and the University of South Africa. Prof Naidoo joined the Sociology Department at the University of Johannesburg in 2010. The University of Johannesburg first appointed Prof Naidoo as the head of the Sociology Department in 2013 and later as a Vice-Dean of the Research of the Humanities Faculty in 2017. Before being officially appointed as the Executive Dean of the Faculty of Humanities, she was acting as Executive Dean of Humanities since the beginning of November 2019.

Prof Naidoo obtained her BA in Sociology and Political Science, BA Honours in Sociology and MA Sociology at the University of Durban-Westville. Prof Naidoo later completed a DTE (Tertiary Education) at UNISA. Lastly, Prof Naidoo has a PhD in Sociology from the University of Manchester in the United Kingdom.

As of 2021, UJ will be the first university in Africa to offer a niche BA degree with specialisation in Politics, Economics and Technology as a way of preparing students for the speed of the Fourth Industrial Revolution (4IR) and who better to prepare for the biggest transitional emerge of high order technological skills than Prof Kammila Naidoo. Through her experience in both local and international institutions, Prof Naidoo is the best candidate to help the institution and the country to prepare female and the LGBTIQ community to fight against Gender-Based Violence in institutions of higher learning, households and corporates.

The Department of Politics and International Relations, in conjunction with the Editorial Board of Political Animal extend a warm word of congratulations to Prof Kammila Naidoo on her appointment as Executive Dean of the Faculty of Humanities at UJ. We wish you every bit of success and look forward to working with you on many exciting and impactful endeavours.



Africa By Bus Tour To Uganda (December 2019)

The Haves and the have nots

By Bosele Tladi

The 1st of December 2019 brought with it the joy of knowing one was going to wake up in a different country the following day, Uganda, with a short stopover in Kenya. Now like everyone else, I was looking forward to being introduced to a different way of living; I was ready to be culture shocked and most importantly delve into the array of foods Uganda has to offer. However, I must admit that I chickened out once we arrived. While some of the foods looked appetizing, others did not, so I ended up sticking to the foods that looked familiar, but one thing I could not get enough of was the pineapple and luckily for me they served it with almost every meal.

In terms of being culture shocked, we were given the opportunity to visit markets and go to the Kings palace, which at first had people, more especially the females, upset as we were told that we would be required to bow to the King in the event that we might find him there. Some saw it as a backward oppressive tradition as woman are always told what to wear and how to act, yet males are not put under the same constraints. Nonetheless, luckily for us, the King was not there, so no one had to bow down to anyone. However, one of the most fascinating things about the King's palace is Former Presidents Idi Amin's torture chamber. It is a long walk through the dilapidated guard's quarters and once you arrive, you are greeted by a dark square shaped entrance, leading down into a rectangular cube. Walking in you get consumed by an eerie feeling of death, grief, and pain, coupled with the knowledge that many who walked into this never walked out alive.



Students of UJ's Department of Politics and International Relations on tour in Uganda during December 2019.

Upon leaving the palace you are faced with the paradoxes that exist in so many areas of Uganda. Driving down the road you have the "opulence" of the palace surrounded by freshly cut green grass on one side and the slums engulfed by lack on the other. People living on top of each other waking up every day to the view of a palace which is an embodiment of a life they get to see from a distance, but never get to experience for themselves.

After the palace we went to a children's home where many of the residents were disabled, which was a tough moment for everyone. We arrived at the home and were ushered into a room where we were told more about the home and the work they do there. However, the tough part came when the talk was over, and we were invited to look around. Although fully aware of the great work that the home is doing in-terms of helping the children, it was hard for some to see the children in their conditions. Some of these children had been abandoned by their families because of their disabilities, and one could not help but feel their pain and wish that there were more they could do other than just donating food parcels. This feeling of sorrow and helplessness moved us to quickly end our visit, as the feeling was too hard for some to bare.

Now I know the highlight reel of my experiences may paint a somewhat bleak picture of Uganda, but that is not entirely true. In the mist of all this lack you have pockets of vibrant markets filled with dresses, shirts, ornaments, and an array of people representing the beauty that is Uganda. People want it.

The East African dark beauty experience By Zimkhitha Manyana

Our trip to Uganda paints a painfully beautiful picture of the true myth, represented by the open secret behind the reasons as to why Africa was called the Dark Continent. It was through false consciousness and propaganda that the proliferation of ideas such as barbarity, ferocity and anarchy; lead to the flagitious partition of the continent, into separate locations. Consequently, certain Sub-Saharan and East African parts give the impression of distant worlds apart. Although this might be the case, these regions and the people mourn and celebrate a common history.

A number of South Africans often refer to the city of Johannesburg as 'the city that never sleeps' - wait until you visit Kampala, the capital city of Uganda. For instance, one of the most outstanding characteristics Ugandans have is their resolute work ethic, in fact it was hard to distinguish between day and night because of how active the city was. Perhaps this is driven by post-conflict effects, therefore, empowering the need for economic reconstruction or resurrection of key areas in the country. Or people work hard to earn a living for to avoid poverty stricken realities.

If a person is pondering on the question of culture and tradition, these essential themes are expressed through their infamous clothing and food markets. The clothing market for illustration, was mighty bright and colourful, this resembled the aura of the crafts men and women that were selling various handmade items. A bittersweet reality was that – rare items such as those elsewhere in the world, would have been sold at even higher rates.

Comparable, to many other African countries, there still remains a rich legacy of chieftainship in Uganda; nuanced values and morals in some countries are more potently practiced than others. The visit to the Kings Palace in Uganda brought to life some of these traditional practises, the ladies were required to cover up and dress in a certain manner, deemed suitable for paying homage to the crown King. Unfortunately, the King was not present on the day of the visit. Instead an everlasting moment followed when we were taken on a tour of the palace. The tour guide delivered a hefty and sorrowful lesson on Idi Amin's deranged reign. A pure example of this was portrayed by the dark light and deafening silence of his 'Torture chambers', which was situated at a distance from the palace - the eerie feeling of the walking

dead, is unforgettable. But, there is light at the end of the tunnel, the tour guide shared a story on paper mulberry, a medium-sized tree which has become naturalised in Uganda. From the bark of this tree and through several ancient techniques, tapa cloth is formed. He further redeemed us from the horrors of the chambers by showcasing his skills, and how he is able to make drawings and paintings on the cloth, remarkable talent indeed.

Another impactful and memorable visit, was that of Makerere University. We were afforded the opportunity to engage with renowned scholars from the University, senior research fellow at the Makerere Institute of Social Research (MISR) Dr Lyn Ossome and Dr Joseph Kasule. The themes covered went from the history of the Ugandan state, the uncertain stance on the regime type, the role of the executive, participation and civil society. This part of the discussion was particularly driven by the 5th of December 2019 march against corruption which was led by Ugandan president Yoweri Museveni, which sparked a whole lot of questions on the aforementioned topics.

Other imperative themes that featured during this talk, were the role of females in government, feminist/and or African womanism, ideas and thoughts on the treatment of the Queer community in Uganda. With all of these topics, the Ugandan scholars seemed for the most part, careful on how they delivered their responses, guarded and somewhat passive aggressive. There were a number of lessons to be taken from this exact experience, for instance, the growing passion that they motivated for young African scholars to remain in academia and to develop the space. Also, they shared techniques, alike to mastering the art of methodology etc. Although, Uganda might not be as well developed, in comparison to other African states, especially when it comes to infrastructure. It might also, resemble hybrid authoritarian regimes, with a low politically active society (hindered civil activism), corruption and inequality. It is however, a very beautiful African country, rich in humility, culture and tradition, and practically its beauty is found in its warm tropical climate and green forestry.

Student news-Semester A 2020

Masters candidate and tutor, Thobekile Mkhwanazi, was invited by South Africa's leading radio station (Ukhozi FM) on a show called Youth Ke Yona, on the 10th of May 2020 to share her views about online learning at institutions of higher learning during the national lockdown. The following insert is based on the aforementioned interview and was originally published in the ad-hoc publication COVID-19 Student Voices Newsletter compiled by the Faculty of Humanities at UJ. The insert is republished with the permission of the Executive Dean of Humanities, Prof Kammila Naidoo.

Congratulations on being a voice of the people, Thobekile!

It is without doubt that the outbreak of COVID-19 and initiation of the national lockdown in South Africa came with great disruptions, especially in the education sector. The pandemic comes at a time when South Africa's education system is still confronted with inevitable challenges of infrastructure, insufficient funding and inequality. Issues like loss of learning, loss of human capital and diminishing of economic opportunities become a concern due to the closure of schools and higher learning institutions.

As a result most institutions of higher learning shifted to the method of remote/online learning as a way to ensure that the academic is salvageable. Universities are at desperation to salvage the academic year and ensure that the first semester does not affect the second semester. In the process of all that they seem to be putting at risk the quality standard of education. But most importantly, the different socio-economic backgrounds of students have occurred as an afterthought in the planning and implementation processes. Universities are no longer the bastion for society's elites to receive education while the poor and marginalised remain in the margins just like how it was during the apartheid era. They are now regarded as the massification of higher education. Access to higher learning has been opened to all different social classes in society.

Most universities may have the ability to deliver their teaching and learning using online platforms during lockdown, but this mode of delivery has not ensured that education is adequately delivered to all students. Not all students are privileged to having laptops, smartphones and definitely not all come from areas with electricity and proper internet connectivity.

When a national lockdown was declared on the 26th of March 2020, the University of Johannesburg's Student Accommodation Management instructed students to vacate their residences. I was one of those students. On the 20th of April 2020 UJ commenced with online learning. All undergraduate, Honours and Master's students, who provided their mobile number and the name of their carrier, were provided with 30GB of data. A total of 1,750 laptops were distributed specifically to first-year qualifying National Student Financial Aid Scheme (NSFAS) students and an additional number of 4,000 laptops were loaned to other students that met a certain criteria. This effort by the university does not go unacknowledged, however, there are still unattended student concerns. For instance, the non-NSFAS students that do not meet the requirements to be loaned devices and do not have their own. Students have received devices but do not know how to utilize them.

Some students live under inconducive environments. Where families are under the threat of domestic violence during this lockdown and others live in households that are crowded. These circumstances with or without the data and a device are not conducive for academic work. For instance, staying in a household with ten people like I do, four being kids is sometimes difficult when you have to do your schoolwork, attend to your tutoring duties, and also do everyday house chores. This is where you see the importance of contact learning universities having residences.

For first year students transiting from high school to university marks a change in every-day reality. They now have to adapt to this new vigorous learning system at varsity and understand that the culture of learning at university differs from that of high school. It must be noted that most of these students come from disadvantaged backgrounds. Using a computer, accessing the internet and navigating around online technologies such as Blackboard is foreign to them. Now that learning is done remotely their computer literacy problems also exacerbates.

For senior undergraduate and postgraduate students online learning is not a new thing. However, it was blended with traditional learning (contact classes) and not dominantly used like now. Postgraduates are encountering a great challenge when it comes to conducting comprehensive research. Not every needed information is found online. The role of libraries as traditional structures of institutions for information supply is now recognisable and felt.

The universities describe the shift to online learning and teaching as a method to continue delivering the academic programme during the national lockdown. In that the curriculum has to be trimmed so that the first semester's work will not fall onto the second semester, and the second semester does not fall over to next year. As argued by the Thabo Mbeki Foundation* South Africa's education system is considered to be one of the world's poorest education systems. It is characterised by critical racial inequalities and socio-economic lines. And now that the curriculum is being trimmed it means it will be labelled far worse.

The reality is that universities do not have the capabilities of ensuring that all their students have the same quality of connectivity at all times. They may have tried to address technological challenges but mental health needs to be considered as well. As mentioned above not all students live in conducive environments that allow them to do their school work effectively. If one student is left behind in this online learning mode it means that it was or is an unjust approach. The pandemic came as a wake-up call to South Africa's to education sector but that does not mean we should panic. What can't be done in 2020 can always be done or covered in 2021.

*The Thabo Mbeki Foundation. 2019. Education in the Age of the 21st Century: Responding to the Challenges and Opportunities of the 4th Industrial Revolution. www.mbeki.org. Accessed: 2020.02.13.

Former UJ PhD student scoops honourable mention

Former PhD student, Dr. Monday Zitta Hassan, has received an honourable mention, awarded by the selection committee of the 2019 Stephen P. Koff Prize, for his thesis entailed [The Diffusion of Boko Haram Insurgency in the Lake Chad Region: 2002-2016](#).

This is a phenomenal achievement! Many congratulations to Dr Hassan and thank to his supervisor, **Prof Suzy Graham**, for her stellar supervision.



Events hosted by the Department and its partners

CONFERENCE ON THE END OF THE COLD WAR AND ITS IMPACT ON NUCLEAR NON-PROLIFERATION

By Prof Anna-Mart van Wyk

On 9 November 1989, the Berlin Wall fell in Eastern Europe, ushering in the collapse of the Soviet Union and an end to the Cold War. These events had far-reaching consequences globally, including in Southern Africa, where the Apartheid regime at the time had developed a small nuclear arsenal as a deterrent against a feared 'communist take-over' of the region. In 1989, South Africa became the first country to willingly dismantle and destroy a nuclear arsenal. In 1991, it signed the Nuclear Non-proliferation Treaty (NPT), and renounced nuclear weapons. Following hot on the heels of South Africa were former Soviet states Ukraine, Belarus and Kazakhstan, who inherited thousands of nuclear weapons when the Soviet Union fell, and they opted to disarm. By 1996, all strategic nuclear weapons on the territories of these states had been transferred to Russia and all four states joined the NPT. In the same year, Africa became a nuclear weapons free zone.

In the immediate post-Cold War years, more steps were taken towards nuclear disarmament than in any previous period since the beginning of the nuclear age. Yet, thirty years later, international efforts to reduce nuclear risks are in deep turmoil. Not long after the rapid nuclear disarmament of four states, three other states (India, Pakistan and North Korea) have become nuclear-armed states and remain outside the NPT, along with Israel. A deal with suspected nuclear 'wannabe' Iran have all but collapsed. The second summit between the USA and North Korea on the latter's nuclear and missile programs ended with no agreements reached and wide gaps persisting on what exactly denuclearization means. The USA and Russia have suspended compliance with some long-standing nuclear arms control treaties, and both announced research and development of new generation nuclear weapons. The knock-on effect of these decisions was an announcement by Ukraine that it now had a right to develop intermediate-range missiles to counter Russian nuclear-capable missile systems in the Crimea and Russian aggression towards Europe.



Profs Jo-Ansie van Wyk (UNISA) and Anna-Mart van Wyk.



Profs Anna-Mart van Wyk and Vicky Graham with Sven Botha.

These challenges, coinciding with the fiftieth anniversary of the NPT entering into force spurred the conference, which was held from 20-21 January 2020 at UJ with generous funding from the Carnegie Corporation of New York and the Dean of Humanities at UJ. The event was co-hosted by the Department of Politics and IR and the Nuclear Proliferation International History Project, which is based at the Woodrow Wilson International Center for Scholars in Washington, DC. Papers were grouped into four themes: Nuclear disarmament and renouncement; 'Testing the Treaties'; Proliferation Concerns; and New Nuclear Knowledges. The papers were rich in multi-archival research and several offered interesting and thought-provoking theoretical analyses. Of particular value was the unique look on non-proliferation in the Global South, with speakers hailing from Brazil, Egypt, France, India, Pakistan, South Africa, Switzerland, Ukraine and the USA. A very unique look into Bolivia's nuclear ambitions was presented by Sven Botha, a Masters student in the Department, while a Masters student of Professor Van Wyk presented on lessons that could be learned from South Africa's nuclear weapons disarmament, and how it could (or could not) be applied to North Korean disarmament.

Following the conference, UJ and the NPIHP hosted a public lecture by Dr. Joseph Pilat, an eminent nuclear non-proliferation scholar based at the Los Alamos National Nuclear Laboratory in the USA. The lecture was attended by dignitaries from the Department of Trade and Industry, DIRCO, and embassies, as well as conference participants and staff and students from UJ.



Conference participants from across the globe pose for a group photo with Dr. Joseph Pilat.

Event details

Date: 20 and 21 January 2020

Event coverage by: Prof Anna-Mart van Wyk

Partners: UJ Department of Politics and International Relations and the Nuclear Proliferation International History Project

South Africa's political leadership during the COVID-19 crisis: A lecture by Prof Suzy Graham

Prof Suzy Graham's lecture started with a broad definition of leadership situated within the South African context while highlighting the fact that political leaders are often faced with a complex decision-making process. She also highlighted different kinds of leadership such as ceremonial leadership, policy making leadership, popular leadership, and crisis leadership which was the focal point of her lecture.

Crisis leadership is the ability to make decisions quickly when a crisis breaks out in either domestic or international political situation, in such instances, the executive utilises emergency powers to effectively control the situation. This should be in interest of the citizenry, however historically, this has not always been the case.

Thinking about other people's thinking is critical to addressing complex problems like pandemics however the higher a leader is on the hierarchy, the less likely he is to be able to think about how other people think about their situations. It's on the basis of this introduction that her lecture examined South Africa's political leadership in the context of the COVID-19 pandemic.

On the use of language, comparing President Trump and President Ramaphosa, use similar language however the reception of their message differed, this suggests that the message from a leader in time of crisis might be affected by what people think of them. So, this highlights the importance of language and tonality in communicating in times of crisis as the leader has to be empathetic and this should reflect in communications.

In certain quarters, it is perceived that President Ramaphosa isn't very swift with his decision making however another school of thought suggests that it's because he wants to be more inclusive. However, judging from his actions so far, he is being very decisive and also motivational and from feedback received from his past speeches online was generally positive.

During the Q&A sessions, various participants asked several questions how President Ramaphosa's leadership style would determine his response to contemporary issues and the responses suggests that his inclusive style of leadership would exert a significant influence on his decision-making processes.

The full lecture and discussion can be viewed [here](#).

Event details

Date: 16 April 2020

Event coverage by: Nelson Isibor

Partners: UJ Department of Politics and International Relations and the UJ Library

**The UN: what it is, what it is not and what it could be (a personal journey):
An 'insider's' perspective by Prof Peter de Clercq**

Many students of Political Science and International Relations often aim for and dream of illustrious careers as diplomats working within the realm of the United Nations (UN). But, is this life really all it's cracked up to be? On the 4th of May 2020, UJ's Department of Politics and International Relations, in collaboration with the UJ Library, hosted Prof Peter de Clercq, currently a visiting professor at the Wits School of Governance and formally a high-ranking diplomat serving the UN for 35 years, ending his career as Deputy Special Representative of the UN Secretary General to Somalia.

Prof de Clercq used the platform to argue that will the UN has its flaws, it would be discounted or discarded as it is needed to confront pressing issues which are border blind. As such, Prof Clercq opted to focus on what these flaws are and how they are being addressed. The UN, according to Prof de Clercq, has two main flaws, namely: decreasing political impetus and corruption. The former has occurred as a result of the UN's inability to respond effectively to the Rwandan Genocide (April 1994) and the Haitian Cholera Outbreak (October 2012-February 2019). The latter has been made a top agenda item of the last to Secretary Generals, however, true process will only be made with the development and implementation of an effective evaluation system.

Prof de Clercq discussed the above in relation to political, peacekeeping, humanitarian and developmental terms. The most fascinating of these was peacekeeping. Prof de Clercq discussed how the UN's Accounting and Budgeting meets annually to "chip away at missions and reduce their resources." De Clercq further noted that such decisions are made by "New York-based diplomats who have never set foot, let alone lived, in the contexts some of us have had to risk our lives." As a result, there has been a shift from blue helmet to green helmet peacekeeping. Reflecting on AMISOM, Prof de Clercq indicated that while green helmet peacekeeping has more strenuous funding constraints than their blue helmet counterparts, they have still yielded loadable results.

Finally, Prof de Clercq spoke on UN reform. UN reform is part of Agenda 2030 which seeks to redefine the role of the UN via the Humanitarian Development and Peace Nexus Approach. This approach obligates UN country-level teams to plan and implement their programmes properly; in doing so the UN moves from a 'do no harm principle' to a 'do good' principle.' Reform of the UN is driven by the following two practices:

- I. Prevention: UN agencies and country teams are mandated to incorporate and mainstream prevention into all their programmes. In this context, prevention is viewed as a means to building the reliance of the global populous against external threats such as climate change and healthcare challenges.
- II. Leaving No One Behind: A call to prioritise those who "are most removed from accessing their basic rights."

Prof de Clercq's insider perspective of multilateral diplomacy at the UN provided students and staff with a unique and rare opportunity to glean what life as a UN diplomat is really like. The need for reform (and the progress made so far in this regard) should inspire diplomatic hopefuls and future scholars to collaborate in seeking to advance an agenda that brings about a new 'ethical' diplomacy, which seeks to advance the human condition of the world's most vendible persons in some of the world's most challenging locations.

Event details

Date: 4 May 2020

Event coverage by: Sven Botha

Partners: UJ Department of Politics and International Relations and the UJ Library

A presentation on Africa's future: A discussion on Africa First! By Jakkie Cilliers

The need for Africa to alleviate poverty and reduce inequality is essential for it to master rapid economic growth. The UJ library in partnership with Department of Politics and International Relations (PIR) hosted a virtual presentation on Africa's future with Africa First! In order to have a broad idea on how it's igniting a growth revolution in Africa. The presentation was hosted on the 26th May 2020 online via zoom. The panellists included the host, Sven Botha – a postgraduate student at the UJ department of PIR alongside the co-host, author of Africa First!, Dr Jackie Cilliers. Africa First! Is what the current President of South Africa, Cyril Ramaphosa describes as: "A roadmap that would turn Africa's potential into prosperity. Africa First! Is deeply insightful and full of hope despite the hard work that lies ahead. Africa has a bright future if Africans get behind good governance, take responsibility for the continents development and seize the opportunities of the fourth industrial revolution (4IR)".

Sven Botha welcomed the Author of Africa First!, who is also the co-founder of the Institute of Security Studies (ISS) and its current Chairman of the Board of Trustee and Head of the African Futures and Innovation team in Pretoria, Dr Jackie Cilliers. In his virtual presentation, Dr Cilliers used few econometrics graphs model to elaborate how Africa can ignite a growth revolution that will take millions out of poverty and into employment. In presenting the building blocks of Africa First!, Dr Cilliers noted that: "In Africa First!, the books is aims to take the readers on the evolution of Africa from where its economic activities emerged, and its current forecast till 2040. The eleven (11) chapters out of a book of sixteen (16) chapters in total explored the impact of each scenario on Africa from the perspective of a specific sector of society (such as agriculture, manufacturing and leapfrogging among others. The book also explored an additional chapter on climate change. What is the impact of these things on carbon emissions? It also looked at the future of jobs /work in Africa. All these scenarios were compiled in Africa First to understand their impact. Throughout the book, the objective is on what can be done to change Africa's development prospects. It also presented the current path forecast for every sector and what will happen for instance, to the demographics if we are able to improve the forecast of interventions or the 11 scenarios". According to Dr Cilliers, the 11 sense or scenarios modelled, each is a chapter". The following chapters mentioned by Dr Cilliers in the presentations are as follows: "The First Chapter is on demographics – Africa is about 30 years away from getting into its demographic dividends. Africa has the youngest population and highest fertility rates. So many children are coming through our system, therefore schools cannot be built fast enough. Children are unable to be educated fast enough, and in actual fact, Africa is constantly trying to catch-up. The chapter modelled the impact of speeding up Africa's demographic transition that has a huge impact on changing the 'nature of the African economy' and then speeding up the demographic transition that makes a contribution to growth," Dr Cilliers said.

According to Dr Cilliers, "the second chapter deals with 'the provision of Basic Infrastructure'. Basic Infrastructure is the provision of water, sanitation and so on which at the moment of course is highly in discussion given the challenges of 'Corona Virus (COVID-19)'. Most of Africa's cities have not developed throughout the provision of basic infrastructure. The impact of rolling out better water and sanitation in Africa is to ensure it improves health, livelihood and productivity. The second chapter deals with education. Education is generally a global topic and Africa must improve both the quantity and quality of Education in Africa. Education changes very slowly. For instance, it is visible in South Africa where the government has been trying to improve the education system for more than two decades, and the changes are really very small."

"The fourth chapter deals with the potential of an Agricultural Revolution in Africa. Africa have the tendency of talking about the essence of Agriculture but do little about it. In actual

unlocking jobs particularly in small hold farming, the future of Africa can be changed. There is also a 'Made in Africa' chapter that looks at impact embarked upon an 'Industrial Pathway'. There are certain African countries that are doing this, Ethiopia is a good example. Then there is a chapter in 'Leap Frogging'. Leap Frogging in Africa has tremendous potential, particularly in 'renewables'. 'Rural Electrification' rates in Kenya is faster than anywhere else in the world through the use of 'renewables' and 'leap frogging'. Leap frogging is not only about ICT and cell phones, there is more to it," Dr Cilliers said.

Dr Cilliers further mentioned that "there's a 'Chapter on the Implementation of the Africa's Continental Free Trade Africa'. If Africa does not find a way of achieving 'Regional Trading Integration', it will never grow rapidly enough. The United States of America (USA), the European Union (EU), China and India each all have internal markets. Africa does not have large internal markets. Africa have to get to 'Traded Integration' and that will play a huge role in escalating the changes in Africa's productive structures. There is also a 'Chapter on the Impact of Forcibility Integrated Peace and Honour Africa'. Africa is partly unstable because it is poor. Rich countries are stable, poor countries are unstable. As countries develop as their GDP per capita increases, countries generally becomes more stable. There is also a 'Chapter on the impact of greater peace and instability in Africa' modelled. It looks at the impact of democratisation and 'Good Governance on the future of Africa. Furthermore, there is a 'Chapter on the Waves of Democracy'. The last of the scenarios chapter deals with 'Foreign Direct Investment (FDI) and Remittances. Aid will not develop Africa. Africans will develop Africa. Africans needs to attack FDI. FDI is a 'golden goose' that can help Africans develop, that is what China does, Vietnam, South Korea and Taiwan. All these countries, they facilitate the locations of multinationals because they bring a 'skills transfer' and Africa needs to build its local value chains on that, and that is how it will develop".

Lastly, two 'Additional Chapters' were set according to Dr Cilliers. "The one looks at the 'Future of Jobs or Employment in Africa', and how the job market is changing, will Africa ever have enough jobs. Lastly, the book will look at the impact of these eleven scenarios on 'Climate Change and actually on 'Carbon Emissions'. Of all these eleven interventions, lower middle countries recognise agriculture as partly important. Upper middle countries of Africa recognise Manufacturing/Industrialisation and Leap Frogging as important. The modelling on Africa First! Shows that South Africa will benefit the most from Regional Integration (RI), more than any other African Countries because they have a 'Large Manufacturing Base'," Dr Cilliers illustrated.

"I'd love to thank Dr Cilliers for an interesting and provoking analysis and overview of where we are headed," Sven applauded. As the host, Sven clicked Q&A in the webinar controls to allow participants to ask questions. Some of the questions and comments raised by the participants included that, "since Africa has a younger demography which is evident on why it has less affect COVID-19 cases, why is the South African government unable to alleviate social grants to recipients younger than 30 years and investing those funds into manufacturing and also alleviating the dependency system amongst the youth," asked Palesa (participant).

[Order your copy](#) of Africa [First!](#) today! The full discussion can be viewed [here](#).

Event details

Date: 4 May 2020

Event coverage by: Caroline Williams

Partners: UJ Department of Politics and International Relations and the UJ Library, Institute for Security Studies and Jonathan Ball Publishers

Undergrads Ask Postgrad

The answers for this issue were provided by BA Honours student, Miguel Dos Santos.
Thank you for supporting our undergraduate students.

Can I have advice on how I can get 80%+ in my assignments in the politics department as a third-year student to qualify for postgrad?

To answer this question honestly; you already know everything that you 'need' to do to get 80%+ for your assignments. Most lectures will have given you a format and perhaps marking rubrics, all you really need to do is stick to the format, read a lot of sources and write a competent essay. All of this is basically by the numbers writing and it will be correct and clean, but it will probably be the most boring thing to do and you will not get the most out of third year. Third year is the time when you get to show-off a little and actually start crafting your own unique voice in the academic world. In third year, you've proven that you know the basics of political science and the many sub-fields and cousins that connect to it, now is the time where you get to explore and have fun with the work.

Without knowing anything more specific, the only real hints that I could provide will either be obvious, or more likely to speak to my little eccentricities. But here they are anyway:

1. If you want 80%'s go for the assignment topics that sound fun to you and see how far you can stretch them. It will always be better to explore an area, policy, theory, field or country that most people or even the lecturer doesn't know well enough yet. The most exciting and terrifying thing about social science in Africa, is the fact that there's near infinite possibilities for real world application, but there's also a massive information deficit. So, you will always have a rich source of information to find; the problem for you and all of us is that you have to find it.
2. Take the time to add creative elements to your work, if the lecture allows it or doesn't mind. Presentation is a major part of how your work is received, and honestly your work should be good enough to stand on its own. But if you want a slight edge, if nothing else to show that you actually took the time to work and then pretty up your assignment, add pictures (if appropriate), create a cover page that has colour, page borders, graphs and clearly defined sub-headings. I do this because I want the work to look good. I believe that even if a marker must go through 100 different essays, they will remember mine and be more *inclined* to generous marking.

I think that is all I can say on the matter without knowing more personal specific information. At the end of the day every third-year student should be able to get into postgrad if they work and enjoy the subject.

What are the expectations from lectures from a third-year student?

Like I said above; if you've made it to third year, you should know the basics of your major's subjects and had the time to explore some subjects related to it or completely different. You should know without being told how to write a good essay, find credible sources, actively participate in discussions and when you can't admit that and learn from your classmates that know a little more. Lectures for third year now expect to hear your opinions on subjects, topics and events, they want to know what you think as it helps make a very fluid and changing field such as the humanities more interesting.

What should I get in my third-year results for me to qualify for Honours?

70%+ is what you need to hold your own in Honours. I do not know if this sounds high, but this will be a benchmark that will need to be reached if you want to do well in Honours. I say this because the amount of work, the focus and specificity that can come in Honours needs you to really enjoy what you're studying and getting a reasonable 70% in the major subjects should be easy if you enjoy the work. However, the expected average for now is 65% in major subjects.

The Publications Showcase

Have your work featured in the Politics and IR Publications Showcase

The Publications Showcase is a new feature designed with a dual purpose. Firstly, this feature aims to showcase the prolific publishing culture of the Department of Politics and International Relations at UJ. Secondly, it is hoped that students will use this information to identify political mentors and supervisors with greater ease. The Publications Showcase features publications published by both staff and students over the last 6 months

In preparation for issue 2, the Editors would like to invite all lecturers, researchers and students in the Department to submit a list of their latest research outputs (2019 and 2020 only) via email to: uj.politicalanimal@gmail.com by **no later than the 1st of November 2020**.

Please note that only submitted publications will appear in this feature.

Theory and Practice in African International Relations

Prof Suzy Graham (in collaboration with Prof Sandy Africa) served as co-guest editor of a special issue of Studia Universitatis Babes-Bolyai-Studia Europaea. The special issue sought to address theoretical and practical gaps in African international relations. **Congratulations to Prof Suzy Graham for co-leading this necessary contribution to the literature!**

Africa, S. and Graham, S., 2019. "Revisiting International Relations Theory: Discourses from Africa" Studia Universitatis Babes-Bolyai-Studia Europaea, Vol. 64(2).

Botha, S., 2019. "The invisible 'gift': The Chibok Brand and Boko Haram." Studia Universitatis Babes-Bolyai-Studia Europaea, Vol. 64(2).

Ndzendze, B., 2019. "Realpolitik in the Africa – One China Nexus, 2001-2008: the cases of Chad and Malawi." Studia Universitatis Babes-Bolyai-Studia Europaea, Vol. 64(2).

Join the Publications Working Group in Politics and International Relations

Due social distancing brought on by COVID-19, the Politics and IR Working Group has not met in some time. However, the Working Group still has interactions via WhatsApp.

New participants are always welcome!

Get in touch:

219119824@student.uj.ac.za

Political Science, International Relations and COVID-19

The poor lose again: Impact of COVID-19 on Africa

By Jakkie Cilliers, Marius Oosthuizen, Stella Kwasi, Kelly Alexander, TK Poole, Kouassi Yeboua, Jonathan D. Moyer and Frederick S. Pardee

The impact of COVID-19 is usually measured in rates of infection, deaths, jobs lost and the hit on national economies. But there's another metric – the surge in extreme poverty – that describes the most severe effect of the pandemic on people in Africa. While recession, infections and hospitals dominate the current daily headlines, the personal economic consequences of the virus are what will linger.

To measure progress towards the goal of eliminating extreme poverty by 2030, the World Bank defines extreme poverty as living on income of less than US\$1.90 per day. This year the virus will probably push an additional 12 million Africans below this threshold. The forecast will increase to an additional 26 million people if the crisis extends into 2021, according to a new [report](#) by the ISS, Gordon Institute of Business Science (GIBS) and Frederick S Pardee Center for International Futures at the University of Denver.

The study uses the International Monetary Fund's April 2020 growth forecast, mortality data from Imperial College in London and additional data on African responses to the pandemic. It models three scenarios on the likely impact of COVID-19 on Africa's economic growth, per capita income, poverty and Sustainable Development Goal (SDG) [targets](#).

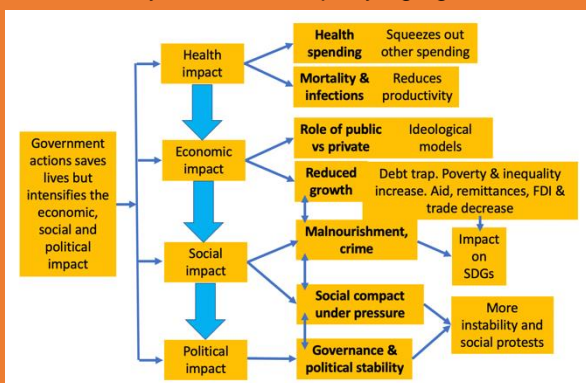
Africa's development trajectory has suffered a severe setback. The headline goal of the SDGs is the elimination of poverty, but extreme poverty rises in all of the report's COVID-19 scenarios, and African growth rates are significantly below what is required to alleviate it.

The World Bank agrees. It calculates that the 2020 downturn will likely increase sub-Saharan Africa's poverty rate by at least two percentage points, returning the continent to 2015 poverty levels and effectively wiping out five years of progress.

Africa's rapid population expansion, projected to grow from 1.34 billion today to 1.71 billion by 2030, has long been recognised as a factor [offsetting](#) development progress, since it is not accompanied by sufficiently rapid and inclusive economic growth.

In 2019 about 470 million Africans lived in extreme poverty, equivalent to 37% of the continent's population. Our pre-COVID-19 forecasts anticipated that about 570 million Africans, or 33% of the continent's population, would still be living in extreme income poverty in 2030. In our best-case COVID-19 scenario – premised on a sharp global economic recovery in 2021 – the number of extremely poor Africans will increase to 603 million or 35% of the continent's population.

We have to look at the health, economic, social and political consequences of COVID-19 as a series of entwined phenomena. The pandemic threatens Africa in a number of ways, reflected schematically in the accompanying figure.



This article was originally published in [ISS Today on the 30th of June 2020](#) and is republished with the permission of the Institute for Security Studies (ISS).

Placing the spotlight on issues students encounter in the era of online learning**By Sfiso Sabela**

Since the outbreak of the Novel Coronavirus in December 2019 governments around the world have continued to battle the virus and tried to restore normality. On 5 March the Minister of Health Dr. Zweli Mkhize announced that the first case of the virus had been confirmed in the country, with the number of cases continuing to climb since then the President announced a nationwide lockdown which would go on to have dire consequences on all sectors of the economy and for the livelihood, the higher education space has not been spared, this prompting universities to resort to remote learning in order to save the academic year.

While some students will have found this transition to be seamless and sometimes beneficial, a lot more have expressed negative sentiments and experiences with remote learning and teaching. Remote learning has exposed some harsh realities that students have had to contend with, from access to devices and Internet connectivity to conducive learning environments and access to learning material. Some, if not most of the issues encountered by students are as a result of poverty and unemployment, which evidently have far reaching implications.

One student defined the transition as “stressful and unpleasant” citing that she had to study from the kitchen while her entire family went about with their chores. Another student noted “I didn’t have a laptop at home, if I was at school, I would have used the D-labs. I wrote my tests and essays using my phone and that was very difficult to do”, while another one said “as a first year student who studied matric from home last year it’s difficult to make my family understand that there’s a difference between Grade 12 and university, university is intense plus I never got the chance to settle in. These are sad realities that are part of the lives of students under the current lockdown conditions.

Some of the views provided by students had to do with the conduct of their families in the face of online learning. It would appear that some parents take for granted the amount of time that ought to be dedicated to studies, this as students suggested that parents bombarded them with chores and responsibilities such as herding cattle, looking after younger siblings and housekeeping, this seemed to be a major source of stress and distraction especially considering the vast amounts of work students were faced with. Some students suggested that awareness ought to be raised targeting parents or guardians in order to gain their support and freedom to study and attend classes without being tied to family responsibilities.

While the government and universities have tried to ease the burden on students by providing them with mobile data and devices it seems there’s more that needs to be done to reach wide and far, to help those in disadvantaged communities and can barely get any work done at home. Prominent politicians and student activities have claimed that the lockdown and by extension, online learning is “anti-poor”, this suggests to deal with the variety of issues faced by students there must be more done to eradicate poverty and unemployment while also providing psychosocial support to students and their families to ensure successful completion of the academic year. In addition to this, lecturers have to be trained to provide emotional, informational and structural support when working with students who are at home, this as some students expressed discontent with how some lecturers dealt with them during the transition.

Disclaimer: This article is based on the opinions of students who gave written consent for their views to be published by [Political Animal](#). The views herein do not reflect those of the author, the editorial team of [Political Animal](#), the Department of Politics and International Relations or the University of Johannesburg.

The emergence of COVID-19 and its implications for South Africa's economy By Caroline Williams

As the year 2020 descended upon our door, all across the world with South Africa not being an exception, people celebrated a New Year with many promising resolutions ahead. On the eve of New Year, the world first heard of the coronavirus disease (COVID-19), which would later become a global pandemic, when it was first reported by the World Health Organisation (WHO) on 31 December 2019. For many people across the globe, it was assumed that a cluster of pneumonia in Wuhan City will only affect the surrounding provinces. In the case of many South Africans, the threat of the pandemic only dawns on 15 March 2020. President of South Africa, Cyril Ramaphosa, then declared a National State of Disaster: announcing measures like immediate travel restrictions and the closure of schools as of 18 March 2020. What is gradually happening all around the world is that an era of globalisation might be coming to an end or shifting. The South Africa economy is slowly reaching 'junk status' as a result of restrictions on trade. The level of unemployment is steadily rising due to the formal sector employment decrease, inequality, poverty, and now the South African lockdown. The pandemic has resulted in strains on the public health sector. The outbreak of COVID-19 has also prevented physical contact learning forcing the country to steadily adapt to e-learning regardless of existing limited resources. Furthermore, additional poverty-related deaths as people starve will increase faster than the COVID-19 related deaths if the economic sector continues to shut down.

Political Animal seeks to continue its coverage of the COVID-19 Pandemic throughout 2020 and into 2021. We invite students, lecturers and researchers to submit their articles to us for consideration. The length of articles can differ depending on the subject matter, but the preferred length would be between 500-600 words.

Potential contributors can reach out to the Editorial Board via email (uj.politicalanimal@gmail.com) to propose ideas or obtain copies of the style guide.

Insights on ***regionalism and COVID-19*** will also be made available by the RISC-RISE Consortium in the near future! Make sure that you follow these insights and contribute to the conversation by visiting [RISC-RISE's Facebook page](#).

Black Lives Matter

Black Lives Matter: Beyond the protests By Sfiso Sabela

What is Black Lives Matter?

Black lives Matter is a global movement that began as a hashtag in in the USA in 2013 following the killing of Trayvon Martin at the hands of the police in Florida. The movement has continued to gain momentum over the years as more and more incidents of police brutality and racism are caught on camera and circulated on social media platform such as Twitter, Facebook and Instagram, sparking global outrage and call to action. The movement may have its roots in the USA, but many parts of the world resonate with what it stands for.

In South Africans, particularly black South Africans, because of South Africa's charged racial history feel that the Black Lives Matter movement resembles common struggles faced by black people in South Africa which has glaring levels of inequality along the lines of race and a lack of or slow transformation. The Black Lives Matter Movement aims to eradicate white supremacy, oppose institutionalized racism, agitate for accountability against public officials such as the police in the USA who are viewed as being in the habit of being harsher towards black people, going as far as killing unarmed and sometimes innocent people.

What Black Lives Matter is not.

Considering the history of racial relations in countries such as South Africa and the USA, considering the reasons for which the movement continues to exist, one is led to believe that the movement enjoys widespread support from all corners of the planet but this is not the case, there continues to be deliberate manipulations and innocent misconceptions of what the movement is all about. It is viewed as anti-white, anti-meritocracy, political and anti-police. The movement this faces opposition, with slogans such as "all lives matter", it is easy to see where the misconceptions and deceptions are. In the case of South Africa this opposition manifests through opposing affirmative action and other policies that seek to bridge the divide between the different races in South Africa.

The movement is not anti-white or "black supremacist", it doesn't represent a narrow agenda, it is a call for equality and equity, it's a challenge to improve the lived expenses of African Americans and more generally black people. Limiting the movement into a political organization doesn't do it service as the issues being agitated for go beyond politics and political office incumbents.

Beyond the Hashtag

There have been arguments that the Black Lives Matter movement is a mere form of social media outrage lacking the capacity to affect real change. This means more needs to be done to leap beyond social media and protests and towards real institutional, economic, social and academic change. It also appears that a comprehension of the history of race relations could aid the understanding of the issues the move stands for. Kennedy Walker of the Resourcing Racial Justice suggests that reading on history and how it has shaped the racial relations manifest today could aid our understanding.

In conclusion, institutions such as churches, banks civil society organizations and universities have to be at the forefront for transformation and institutional reform, last year South African banks were found to be charging higher interest rates against black clients compared to their white counterparts* , this is institutional racism and has to be ended from within. These organizations have to lead the fight for equity and equality.

*Koza, N. 2019. Call for a commission of inquiry into alleged FNB discrimination.

<http://www.702.co.za/articles/340934/calls-for-a-commission-of-inquiry-into-alleged-fnb-discrimination>. Accessed: 2020.07.15.

Research Skills for the 21st Century (Number 3)

Conducting research in the era of COVID-19

By: Prudence Nefale and Sven Botha



Prudence Nefale is a third year Politics and Journalism student at UJ.

Prudence has a passion for editing and seeks to make positive contributions to the world. Her main interests include mental health. She hopes to become an editor-in-chief of a leading publication or work as a chief telecommunication officer for the United Nations.



Sven is the Lead Editor of *Political Animal* and a postgraduate student within the Department of Politics and International Relations at UJ. In addition to his affiliation to UJ, Sven is also an associate with the Centre for African Studies at Leiden University (the Netherlands).

Sven is also a member of the National Executive Council of the South African Association of Political Studies (SAAPS) as well as the chairperson of the SAAPS Research Committee on Early-Career Research.

Sven's research interests include: terrorism and counter-terrorism in the Global South as well as the facilitation and promotion of early-career research.

The current COVID-19 pandemic has made conducting academic research more complex than usual. Important institutions and persons necessary for data collection have become difficult to access, but fortunately, there are other non-traditional ways researchers can still collect information. With limited access to campus and the country being under lockdown, here are a few tips for conducting research during this pandemic:

1. Make use of the University of Johannesburg's UJoogle and Library Databases to get online access to some of the university's library resources. Many useful articles, books and journals can be found here. Many of UJ's websites have been 'zero-rated' meaning that they will not consume any data. Further your research pool by looking for quality open-access resources. Finding and making use of quality open-access resources will enable you to sustain your research momentum should the Library resources be inaccessible due to maintenance or UJ's institutional subscription does not cover a particular article or book chapter you are looking for. [Taylor and Francis's STAR Programme](#) allows you to obtain access to 50 articles free of charge over a 12 month period; this token of access is renewable annually if you conduct research in the Global South. Other publishing houses, such as Cornell University Press and Wits University Press, have made their e-books available for free for a to assist researchers with access for a limited time period. Other publishing houses, such as Bristol University Press, have partnered with Research4Life, a consortium of academic databases that seek to provide open-access or low-cost access to high-quality academic content. A key quality online resources that still remain accessible at the time of this writing is the [E-International Relations Archive](#). This website is home to thousands of essays, articles, interviews and books covering all major regions of the world. **While the above resources should be useful to you in your research, they are by no means a replacement for the existing academic resources you have access to via UJ.**

2. Make sure that you manage your time well: Having to work from the comfort of your home can increase levels of procrastination, so it is important to create a personalised routine that will help you stay productive in your new work environment. You can do so by creating a to-do list and dedicating a few hours each day to strictly doing your work and nothing else. Sticking to these hours will help keep you productive and make sure that you meet your deadlines.

3. Should your research include fieldwork make sure that you attempt to conduct as many of your interviews as you can remotely so as not to delay the progression of your research too much. Remember that some people have had their livelihoods threatened while others have been isolated with limited social interaction. With this in mind, it is imperative to keep two key points in mind. First, it is vital to practice filtering so as to ensure that interviewee feels at ease with you prior to you commencing with the questioning; the more relaxed and comfortable a interviewee is with you, the more likely it is that you will receive quality answers to your questions. Second, given that you are asking questions relating to someone's expertise and some of them have not been fortunate enough to have regular intellectual interactions, some may become excited and may want to engage in a full-on conversation with you as opposed to an interview. Should this happen to you, be patient and engage meaningfully; you do not want to burn bridges. Remember that this process is not solely about you.

4. Use online applications such as Zoom, Skype, Microsoft Teams, Google Meet, Google Hangout and WhatsApp video calling to conduct interviews. Different mediums work for different people, so try to rely on more than one to reach different people. In attempting to reach as many people as possible, make sure that you familiarise yourself with the various platforms as to ease the facilitation of your research process.

5. Be ethical. COVID-19 might have changed how research is conducted but it does not change the need for accurate and ethical work. Get informed consent from all research participants, and make sure to keep a strict and clear record of all their preferences as different interviewees may have different privacy preferences given that the date (their responses) is being generated via an online system they have little or no control over. A great way to keep track of preferences, particularly if you have multiple interviewees, is to create an Excel spreadsheet consisting of all their particular request(s).

6. Lastly, should you need to meet in person, remember to sanitize and practice social distancing during the interview and wear a mask. Wash and/or sanitize your hands both before and after the interview.

Happy researching!