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AP World Key Concept Capsule Review Project 81
KEY TERMS TOOLKIT

Globalization:
Globalization is an umbrella term that refers to the economic, political, cultural, and social transformations occurring throughout the world. The term reflects the increased interdependence of various countries and people today. Many periods in history have seen globalization of varying forms. However, globalization today distinguishes itself by its speed and magnitude. Though the seeds of transformations were sown long before, the end of World War II marked the beginning of a new global era. The wave of globalization since 1945 has fundamentally changed the face of the international system and has dramatically altered the lives of people around the world.

Imperialism:
Imperialism is the policy of extending the rule of a country over foreign countries. This can include acquiring colonies and territorial dependencies. Imperialism has traditionally involved power and the use of coercion, whether military force or some other type. Colonialism is a form of imperialism, but imperialism is a broader concept that includes a wide array of policies that powerful states use to influence the affairs of weaker states. Like imperialism in other parts of the world, European imperialism in West Africa was fueled by economics, racism, concerns about security, and religious and moral arguments. Many Europeans incorrectly argued that they were spreading “civilization” in the form of European economic and political systems, religions, and cultures.

Genocide:
In its strict legal definition, genocide refers to widespread murder with the intent to destroy—in whole or in part—a national, racial, religious, or ethnic group. Scholars calculate that there were more than forty million victims of genocide in the twentieth century. Most genocides have been perpetrated by governments against their citizens. Following the Holocaust, the United Nations drafted the Genocide Convention making genocide a crime and obligating signers of the convention to prevent, suppress, and punish genocide.

Developing World:
The developing world refers to all poor and middle income countries, based on the average income per person. The developed world refers to rich countries, including the United States and most European countries. Most countries in Africa, Latin America, and Asia are considered a part of the developing world and most of the world’s population live in these countries (over five of the 6.25 billion people). The majority of those living in the developing world live in poverty, with nearly three billion making less than $2 a day.

Diplomatic Relations:
A formal arrangement between states by which they develop and maintain the terms of their relationship. This often includes establishing treaties regarding trade and investment, the treatment of each other’s citizens, and the nature of their security relationship. It also includes the establishment of an embassy and consuls in each other’s countries to facilitate representation on issues of concern for each nation.

Nationalism:
Nationalism is a term to describe a people’s strong sense of nationhood or loyalty to their nation. Particularly among nations that do not govern their own states, people are bound together by a sense of nationalism. Nationalism fuels debates about nations’ rights to self-determination and the right to govern their own affairs. Throughout history nationalism has frequently been expressed as a belief in the superiority of one’s own nation over all others. Extreme nationalism has been the source of numerous international conflicts and played a significant role in both the First and Second World Wars. Nationalism is a relatively new phenomenon, which some date back to the French Revolution in the late eighteenth century.

Human Rights:
Equal and inalienable rights for all members of the human family. After the horrors of World War II, nations initiated efforts to develop international standards to protect people from individuals, groups, or nations. There is debate at home and abroad about the nature and scope of human rights. Some believe that human rights exist to protect individuals’ civil and political freedoms. Civil and political rights include the right to life, liberty and personal security, freedom from slavery, torture and arbitrary arrest, as well as the rights to a fair trial, free speech, free movement, and privacy. Others have argued that there are economic, social, and cultural rights as well. These include economic rights related to work, fair pay, and leisure; social rights concerning an adequate standard of living for health, well-being and education; and the right to participate in the cultural life of the community. International consensus is growing that human rights should encompass the full spectrum spanned by these viewpoints.
THE GREAT WAR
Shifts and adjustments in the balance of power ended, and Europe divided into two solid alliance blocks: Germany and Austria-Hungary on one side, Britain, France, and Russia on the other.

The incident that precipitated World War I was in itself a small one: the Archduke Francis Ferdinand, who was the heir to the throne of Austria-Hungary, was traveling in the town of Sarajevo on June 28, 1914. While his carriage was driving through the streets, a Serbian terrorist shot him. Serbian revolutionaries regarded Austria as the special enemy of the little country of Serbia. From this incident unrolled a series of events that nobody managed to control and that led directly to the outbreak of the war in August 1914. Austria made demands on Serbia. Russia was an ally of Serbia and therefore started mobilizing its army. Germany then mobilized as well because it felt it had to stand by Austria, its ally, against Russia. Finally, France and Britain, Russia’s allies, mobilized too. Germany invaded France and tried to knock it out of the war fast, but the army got bogged down in Belgium and northeastern France. This is where the trench lines were dug. This was the Western Front.

The rigid alliance system made it almost inevitable that a local quarrel could become a European war, and that is what happened. And because of the involvement of European countries with their own colonies and with other countries in Africa, Asia, and America, it became a world war. Japan, China, Italy, and the US all came into the war Archduke Francis Ferdinand of Austria-Hungary eventually on the Allied side. Turkey joined the Central Powers. Before the war was over, more than thirty countries with a combined population of 1.4 billion people were involved.

World War I was a modern war: not a war between armies or between kings but between whole societies. Modernity had brought nationalism and popular participation in government. Modernity also meant that whole peoples could be mobilized to fight each other. No one expected the war to be four years of continuous slaughter. But when the fighting dragged on, the opposing states concluded that the only way to end it was to utterly ruin the enemy. Back in 1906, one German general observed: If war breaks out “it will be a national war which will not be settled by a decisive battle but by a long wearisome struggle with a country that will not be overcome until its whole national force is broken, and a war which will utterly exhaust our own people, even if we are victorious.” He was right.

Predict: What will colonial involvement look like in WWI?
# IMPACTS OF THE GREAT WAR

Each group member will complete a different section of the table below to complete the following table using the information provided in each corner. After completing the entire table, each group will create a diagram to represent the relationship between economic depression, anti-colonialism, nationalism, and reform.

<table>
<thead>
<tr>
<th>Involvement in WWI</th>
<th>Impacts of WWI</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Colonialism (ex. India)</td>
<td>&quot;Why do you sit silent in your own country&lt;br&gt;You who make so much noise in foreign lands?&lt;br&gt;Noise outside of India is of little avail.&lt;br&gt;Pay attention to activities within India.&lt;br&gt;You are quarreling and Hindu-Muslim conflict is prevalent.&lt;br&gt;The jewel of India is rotting in the earth&lt;br&gt;because you are fighting over the Vedas and the Koran.&lt;br&gt;Go and speak with soldiers.&lt;br&gt;Ask them why they are asleep, men who once held swords.&lt;br&gt;Muslim, Hindu, and Sikh heroes should join together.&lt;br&gt;The power of the oppressors is nothing if we unitedly attack him.&lt;br&gt;Indians have been the victors in the battlefields&lt;br&gt;of Burma, Egypt, China and the Sudan&quot;</td>
<td>Contextualize the author’s POV</td>
</tr>
</tbody>
</table>

<p>| Economic Depression (ex. Germany) | &quot;We National Socialists have never claimed to be representatives of a democratic point of view.... For us, parliament is not an end in itself but a means to an end.&quot;&lt;br&gt;—Adolf Hitler | Contextualize the author’s POV |</p>
<table>
<thead>
<tr>
<th>Involvement in WWI</th>
<th>Impacts of WWI</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalism (ex. Balkans)</td>
<td></td>
<td><img src="image" alt=" Cartoon: &quot;Serbia Must Die: Serbien muss sterben!&quot; " /></td>
</tr>
<tr>
<td>Reform (ex. Russia)</td>
<td></td>
<td><img src="image" alt=" Cartoon: &quot;Death to capital — or death under the heel of capital!&quot; " /></td>
</tr>
</tbody>
</table>

Contextualize the artist’s POV
RUSSIAN REVOLUTION

WHY COMMUNISM? | Based on your group’s discussion, why do you think communism appealed to Russians?

WORDS TO KNOW

Duma: 

Soviet:

Bolshevik: 

Commune:

<table>
<thead>
<tr>
<th>Grievances</th>
<th>Actions Taken by the Bolsheviks</th>
<th>Impacts of Those Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1905 Revolution</td>
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<tr>
<td>March Revolution</td>
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<td>November Revolution</td>
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<tr>
<td>The Civil War</td>
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<tr>
<td>New Economic Plan (NEP)</td>
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<tr>
<td>Stalin Rises to Power</td>
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</tbody>
</table>
LIFE UNDER STALIN

When Joseph Stalin was on his deathbed he called in two likely successors, to test which one of the two had a better knack for ruling the country. He ordered two birds to be brought in and presented one bird to each of the candidates. He then instructed each of them to make sure that the bird did not fly away.

The first one grabbed the bird, but was so afraid that the bird could free himself from his grip and fly away that he squeezed his hand very hard, and when he opened his palm, the bird was dead.

Seeing the disapproving look on Stalin's face and being afraid to repeat his rival's mistake, the second candidate loosened his grip so much that the bird freed himself and flew away.

Stalin looked at both of them scornfully. "Bring me a bird!" he ordered. They did. Stalin took the bird by its legs and slowly, one by one, he plucked all the feathers from the bird's little body. Then he opened his palm. The bird was laying there naked, shivering, helpless.

Stalin looked at him, smiled gently and said, "You see... and now he is even thankful for the human warmth coming out of my palm."

---

UNDER STALIN

<table>
<thead>
<tr>
<th>Policing</th>
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<tr>
<td>Education</td>
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<tr>
<td>Censorship and Propaganda</td>
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<tr>
<td>Religious Persecution</td>
<td></td>
</tr>
<tr>
<td>Women’s Roles</td>
<td></td>
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</tbody>
</table>

REFLECT | Was the Russian Revolution a Success? Why or why not?
On June 28, 1919, the Allied powers presented the Treaty of Versailles to Germany for signature. The following are the key territorial and political clauses. **Highlight or underline clauses that could fuel German aggression.**

**Article 42.** Germany is forbidden to maintain or construct any fortifications either on the left bank of the Rhine or on the right bank to the west of a line drawn 50 kilometres to the East of the Rhine.

**Article 51.** The territories which were ceded to Germany in accordance with the Preliminaries of Peace signed at Versailles on February 26, 1871, and the Treaty of Frankfort of May 10, 1871, are restored to French sovereignty as from the date of the Armistice of November 11, 1918.

**Article 119.** Germany renounces in favor of the Principal Allied and Associated Powers all her rights and titles over her overseas possessions.

**Article 156.** Germany renounces, in favour of Japan, all her rights, title and privileges . . . which she acquired in virtue of the Treaty concluded by her with China on March 6, 1898, and of all other arrangements relative to the Province of Shantung.

**Article 159.** The German military forces shall be demobilised and reduced as prescribed hereinafter.

**Article 160.** By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry. After that date the total number of effectives in the Army of the States constituting Germany must not exceed 100,000 men, including officers and establishments of depots. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers.

The total effective strength of officers, including the personnel of staffs, whatever their composition, must not exceed four thousand....

**Article 231.** The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

**Article 232.** The Allied and Associated Governments recognize that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany.
THE INTERWAR PERIOD: FASCISM, NATIONALISM, & ANTI-COLONIALISM

1) Fascism:

a. Germany:

The Worker and Society
Artists and propagandists from both the left (KPD) and the right (NSDAP) of the political spectrum viewed German workers as the victims of exploitation by factory owners and corrupt politicians. Compare the sketch by George Grosz (left) with the NSDAP political cartoon (right) from 1924. (Note the Jewish symbol, the Star of David, dangling from the watch chain of the factory owner in the NSDAP cartoon.)

Also strikingly similar are the themes in Käthe Kollwitz's *Demonstration* (left) and a sketch (right) from *Der Angriff* (*The Attack*), the NSDAP newspaper.

The Military and Society
From the establishment of a united Germany, the military occupied a privileged position in German society. But Germany's defeat in World War I led many Germans to rethink the role of the military. Compare George Grosz's drawing (top) of soldiers putting down a workers' uprising early in the 1920s with a NSDAP campaign poster (bottom) of 1932 that features the paramilitary forces of the S.A.

Political Ideology
Many of Weimar Germany's political parties adopted songs as their unofficial anthems. The *Horst Wessel Song*, composed by a young member of the NSDAP's S.A., who was killed in a brawl, became the Nazi anthem. At the same time, *The International*, based on a poem written in the nineteenth century by a French worker, served as the anthem of the KPD. The painting below by Otto Griebel depicts German workers singing *The International*.

**Horst Wessel Song**
Hold high the Banner! Close the hard ranks serried!
S.A. marches on with sturdy stride.
Conrad, by Red Front and Reaction killed,
Are buried.
But march with us in sight of our side.

Gangway! Gangway now for the Brown Battalions!
For the Storm Trooper clear roads o'er the land!
The Swastika gives hope to our enslaved millions,
The day for freedom and for bread's at hand.

The trumpet blows its shrill and final blast!
Prepared for war and battle here we stand.
Soon Hitler's banners will wave unchallenged at last,
The end of German slavery in our land!

**The International**
Arisen, ye prisoners of starvation!
Arisen, ye wicked of the earth,
For justice thunders condemnation,
A better world's birth.

Tis the final conflict, let each stand in his place:
The International Party shall be the human race.
No more traditions' chains shall bind us;
Arisen, ye slaves! No more in thrall.
The earth shall rise on new foundations.
We have been nought: we shall be all.

Tis the final conflict, let each stand in his place:
The International Party shall be the human race.

From Hitler's *Mein Kampf*

**On racial purity:**
"The stronger must dominate the weaker and not blend with the weaker, thus sacrificing his own greatness... All great cultures of the past perished only because the originally creative race died out from blood poisoning..."

**On the Jews:**
"With every means he [the Jew] tries to subjugate... Culturally he contaminates art, literature, the theater, makes a mockery of natural feeling, overthrows all concepts of beauty and sublimity, of the noble and the good, and instead drags man down..."

**On Germany's defeat:**
"The defeats on the battlefield in August 1918 would have been child's play to bear. They stood in no proportions to the victories of our people. It was not [the defeats] which caused our downfall; no, it was brought about by that power [Jews and Marxists] which prepared those defeats by systematically over many decades robbing our people of the political and moral instincts and forces..."
b. in Italy:

c. in Japan:

d. in Chile:

2) Nationalism
   a. Chinese Communist Revolution:

   b. Turkish Independence:

   c. Pan-Africanism

   d. Nationalism in Eastern Europe:

3) Anti-Colonialism
   a. Gandhi led the Indian Independence movement against British rule through publicized acts of civil disobedience, including the Salt March and several fasts
   b. Egypt was peacefully declared a limitedly independent African nation in 1922 by the British
   c. Korea resisted Japanese control from 1919 until they gained their independence after WWII
   d. Spanish, Italian, and Portuguese colonies began to resist foreign rule, but did not gain independence until the 1950s and 1960s
APPEASEMENT

Define:

"Tis Roosevelt, Not Hitler, that the World Should Really Fear."

"Remember... One More Lollipop, and Then You All Go Home!"

"Ho hum! When he's finished pecking down that last tree he'll quite likely be tired."
Appeasement Timeline

March 13, 1938  
Germany annexes Austria.

Sept. 22-24, 1938  
Chamberlain meets with Hitler in Godesberg, Germany. Hitler claims Sudetenland region of Czechoslovakia would be final German demand for territory.

Sept. 29, 1938  
Germany, Italy, Great Britain, and France sign the Munich Agreement.

March 14-15, 1939  
Germany breaks the Munich Agreement and occupies the rest of Czech lands.

March 31, 1939  
France and Great Britain agree to support Poland against Nazi aggression.

Aug. 23, 1939  
Germany and the Soviet Union sign the Nazi-Soviet Pact, dividing Eastern Europe into spheres of influence.

Sept. 1, 1939  
Germany invades Poland.

Sept. 3, 1939  
Honoring their support of Poland, Great Britain and France declare war on Germany.
WHEN THE WAR ENDS, NEW SUPERPOWERS EMERGE

<table>
<thead>
<tr>
<th>UNITED STATES</th>
<th>SOVIET UNION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Encourage democracy in other countries to help prevent the rise of Communist governments</td>
<td>• Encourage communism in other countries as part of a worldwide workers’ revolution</td>
</tr>
<tr>
<td>• Gain access to raw materials and markets to fuel booming industries</td>
<td>• Rebuild its war-ravaged economy using Eastern Europe’s industrial equipment and raw materials</td>
</tr>
<tr>
<td>• Rebuild European governments to promote stability and create new markets for American goods</td>
<td>• Control Eastern Europe to protect Soviet borders and balance the U.S. influence in Western Europe</td>
</tr>
<tr>
<td>• Poland should remain a sovereign nation.</td>
<td>• Poland should have a pro-Soviet government to prevent Germany from attacking.</td>
</tr>
<tr>
<td>• Reunite Germany to stabilize it and increase the security of Europe</td>
<td>• Keep Germany divided to prevent its waging war again and make Germany pay massive reparations (especially to the Soviet Union because they suffered the most devastation).</td>
</tr>
</tbody>
</table>

YALTA CONFERENCE:

POTSDAM CONFERENCE:

AGREEMENTS MADE POST-1945:

- Soviet Union gets occupation rights over Poland. United States and its allies get Italy and Japan
- Stalin agreed to fair and free elections in Poland
- Germany and Berlin are divided into four occupation zones by the US, Great Britain, United States and France.
- Germany pays some reparations.

NATO (North Atlantic Treaty Organization)

- Members pledged to support each other if any nation was attacked.
- **Founding:** USA, Luxemburg, Belgium, Netherlands, Britain, Norway, Canada, Portugal, Denmark
- **1952:** Greece & Turkey, France
- **1955:** West Germany, Iceland
- **1983:** Spain, Italy

WARSAW PACT

- Members entered defensive alliance, promising mutual military cooperation.
- Members included the Soviet Union and its satellites: Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania
WHATSOEVER BECAME OF...

JAPAN | Summarize in 3 words↑

1945 - Japan placed under US military government. All Japanese military and naval forces disbanded.
1947 - New constitution comes into force, establishes parliamentary system with all adults eligible to vote. Emperor granted ceremonial status.
1951 - Japan signs peace treaty with US and other nations.
1952 - Japan regains independence. US retains several islands for military use.
1964 - Olympic Games held in Tokyo.
1982 - Japanese car firm Honda opens its first plant in the US.
1993 July - Elections held against a background of bribery scandals and economic decline see the LDP ousted for the first time since 1955. A seven-party coalition takes power.
1993 August - Government apologizes for military’s war-time use of sex slaves.
1994 - The anti-LDP coalition collapses. An administration supported by the LDP and the Socialists takes over.
2001 - Koizumi visits Seoul and offers an apology for the suffering South Korea endured under his country’s colonial rule.
2004 - Non-combat soldiers arrive in Iraq in first Japanese deployment in combat zone since World War II.
2009 - Opposition Democratic Party of Japan (DPJ) ends more than 50 years of nearly unbroken rule by the LDP

GERMANY | Summarize in 3 words⇒

1945 - Germany defeated, Hitler commits suicide. Allies divide Germany into occupation zones.
1945-1946 - Nuremberg war crimes trials see major Nazi figures executed or imprisoned.
1949 - Germany is divided. The US, French and British zones in the west become the Federal Republic of Germany; the Soviet zone in the east becomes the communist German Democratic Republic.
1955 - West Germany joins NATO; East Germany joins the Warsaw Pact.
1961 - Construction of the Berlin Wall ends steady flight of people from East to West.
1969 - Social Democrat Willy Brandt becomes chancellor and seeks better ties with the Soviet Union and East Germany under Ostpolitik (eastern policy).
1973 - East and West Germany join the United Nations.
1989 - Mass exodus of East Germans as neighboring Soviet bloc countries relax travel restrictions. Protests across East Germany lead to rapid collapse of Communist rule. Germans from East and West tear down Berlin Wall.
1990 - East Germans elect pro-unification parliament, state merged into Federal Republic.
1994 - Russian and Allied troops finally leave Berlin.
1998 - General election victory for Social Democrat leader Gerhard Schroeder
2001 November - Chancellor Schroeder survives parliamentary confidence vote over the government’s decision to deploy 4,000 troops in the US-led campaign in Afghanistan (first deployment since WWII)
2002 January - Euro replaces Deutsche Mark.
2005 November - ♥ Angela Merkel ♥ becomes chancellor in “grand coalition” with Social Democrats.
ENDING THE GLOBAL WAR

THE UNITED NATIONS
In June 1945, the United States and the Soviet Union temporarily set aside their differences. They joined 48 other countries in forming the United Nations, as proposed in the Yalta Conference. This international organization was intended to protect the members against aggression. It was to be based out of New York. The charter for the new peacekeeping organization established a large body called the General Assembly. There, the each UN member nation could cast its vote on a broad range of issues. A 15-member body called the Security Council had the real power to investigate and settle disputes, though. Its five permanent members were Great Britain, China, France, the United States and the Soviet Union. Each could veto any Security Counsel action. This provision was intended to prevent any member of the Council from voting as a bloc to override others.

MEANWHILE, AN IRON CURTAIN DESCENDS ACROSS EUROPE
After Potsdam, Europe lay divided between the east and west. Winston Churchill described the division of Europe between the mostly democratic west and the Communist east in his famous “Iron Curtain” speech.

“From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe... All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow.”

- Winston Churchill, “Iron Curtain” speech, March 5, 1946

Draw the “curtain” below:

CONTAINMENT
U.S. and Soviet relations continued to worsen in 1946 and 1947. An increasingly worried United States tried to offset the growing Soviet threat to Eastern Europe. President Truman adopted a foreign policy called containment. It was a policy directed at blocking Soviet influence and stopping the expansion of communism. Containment policies included forming alliances and helping weak countries resist Soviet advances.

Where in the world do you think containment was most crucial?

Why would the US do this?

THE DOMINO THEORY
The Domino theory was first proposed by President Harry S. Truman to justify sending military aid to Greece and Turkey in the 1940s, but it became popular in the 1950s when President Dwight D. Eisenhower applied it to Southeast Asia, in Korea and especially South Vietnam. The domino theory brought the US to war in Korea in the 1950s and was one of the main arguments used in the Kennedy and Johnson administrations during the 1960s to justify increasing American military involvement in the Vietnam War.

Our sought-after peace is not so peaceful...
Read the attached documents on popular proposals to keep peace and prosperity in Europe and her interests around the world. Then, come together with your fellow members of the newly established UN Security Council, as the United States, Britain, France, and the USSR (China is currently preoccupied on its homefront), to determine which plan most deserves to be recognized for restoring peace and prosperity to Europe after WWII.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungarian Revolt, 1956</td>
<td>Why did protestors topple the statue of Stalin?</td>
</tr>
<tr>
<td>Czechoslovakia, 1968</td>
<td>Why did the USSR invade Czechoslovakia?</td>
</tr>
<tr>
<td>Détente (1970-1980)</td>
<td>Why did Brezhnev, who was so strict with the Soviet bloc, allow détente with the US?</td>
</tr>
<tr>
<td>Mikhail Gorbachev</td>
<td>Why did Gorbachev respond in this way to discontent in the Eastern block?</td>
</tr>
<tr>
<td>Poland and Solidarity, 1980s</td>
<td>What impact might the success of Solidarity have had on the Eastern bloc and the democratic world?</td>
</tr>
<tr>
<td>Fall of the Berlin Wall, 1989</td>
<td>What trends do you notice between changes in the course of the cold war and changes in leadership in the US and the USSR? Which nation’s leaders had more control over the war? Why do you think so?</td>
</tr>
</tbody>
</table>
KHURSCHEV, 1958-1964

Nikita Khrushchev came to power shortly after Stalin’s Death. Khrushchev was a loyal soviet, or member of the communist party, whom Stalin often persecuted and killed during his reign. This launched a campaign of DESTALINIZATION:

<table>
<thead>
<tr>
<th>Foreign</th>
<th>Domestic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrushchev seeks peace in the west ...</td>
<td>... And reforms control in the Soviet Bloc</td>
</tr>
</tbody>
</table>

BREZHSHEVS, 1964-1982

Soviets were not satisfied with Khrushchev’s foreign policy, and he was therefore removed from office and promptly replaced by Leonid Brezhnev.

Brezhnev’s Doctrine enabled the USSR to exert more foreign influence.

<table>
<thead>
<tr>
<th>Foreign</th>
<th>Domestic</th>
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</table>
GORBACHEV, 1985-1991

Shortly after Breshnev died in 1982, Mikhail Gorbachev came to power with the goal of ending Cold War tensions, beginning with pulling troops out of Afghanistan to focus on reforms within the Soviet government.

<table>
<thead>
<tr>
<th>Foreign</th>
<th>Domestic</th>
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</tbody>
</table>

Great ideas, but how was all of this actually achieved?

1.

2.

3.

Gorbachev’s reforms created conflicts between old communists weary of reform and new radicals calling for reforms to promote economic and political stability in the USSR. Soviet satellites want to take Gorbachev’s reforms a step further, leading to the dissolution of the USSR in 1991.
A TSAR IS BORN

As the world marks the centenary of the October Revolution, Russia is once again under the rule of the tsar.

Rise to power | SEVENTEEN years after Vladimir Putin first became president, his grip on Russia is stronger than ever. The West, which still sees Russia in post-Soviet terms, sometimes ranks him as his country’s most powerful leader since Stalin. Russians are increasingly looking to an earlier period of history. Both liberal reformers and conservative traditionalists in Moscow are talking about Mr Putin as a 21st-century tsar.

Mr Putin has earned that title by lifting his country out of what many Russians see as the chaos in the 1990s and by making it count again in the world. Yet as the centenary of the October revolution draws near, the uncomfortable thought has surfaced that Mr Putin shares the tsars’ weaknesses, too.

Although Mr Putin worries about the “colour” revolutions that swept through the former Soviet Union, the greater threat is not of a mass uprising, still less of a Bolshevik revival. It is that, from spring 2018 when Mr Putin starts what is constitutionally his last six-year term in office after an election that he will surely win, speculation will begin about what comes next. And the fear will grow that, as with other Russian rulers, Tsar Vladimir will leave turbulence and upheaval in his wake.

Firm rule | Mr Putin is hardly the world’s only autocrat. Personalised authoritarian rule has spread across the world over the past 15 years—often, as with Mr Putin, built on the fragile base of a manipulated, winner-takes-all democracy. It is a rebuke to the liberal triumphalism which followed the collapse of the Soviet Union. Leaders such as Recep Tayyip Erdogan of Turkey (see article), the late Hugo Chávez of Venezuela and even Narendra Modi, India’s prime minister, have behaved as if they enjoy a special authority derived directly from the popular will. In China Xi Jinping this week formalised his absolute command of the Communist Party (see article).

Mr Putin’s brand of authoritarianism blazed the trail. It evokes Russia’s imperial history (see Briefing), offering a vivid picture of how power works and how it might go wrong.

Like a tsar, Mr Putin surmounts a pyramid of patronage. Since he moved against the oligarchs in 2001, taking control first of the media and then of the oil and gas giants, all access to power and money has been through him. These days the boyars serve at his pleasure, just as those beneath them serve at their pleasure and so on all the way down. He wraps his power in legal procedure, but everyone knows that
the prosecutors and courts answer to him. He enjoys an approval rating of over 80% partly because he has persuaded Russians that, as an aide says, “If there is no Putin, there is no Russia.”

Like a tsar, too, he has faced the question that has plagued Russia’s rulers since Peter the Great—and which acutely confronted Alexander III and Nicholas II in the run-up to the revolution. Should Russia modernise by following the Western path towards civil rights and representative government, or should it try to lock in stability by holding fast against them? Mr Putin’s answer has been to entrust the economy to liberal-minded technocrats and politics to former KGB officers. Inevitably, politics has dominated economics and Russia is paying the price. However well administered during sanctions and a rouble devaluation, the economy still depends too heavily on natural resources. It can manage annual GDP growth of only around 2%, a far cry from 2000-08, which achieved an oil-fired 5-10%. In the long run, this will cramp Russia’s ambitions.

And like a tsar, Mr Putin has buttressed his power through repression and military conflict. At home, in the name of stability, tradition and the Orthodox religion, he has suppressed political opposition and social liberals, including feminists, NGOs and gays. Abroad, his annexation of Crimea and the campaigns in Syria and Ukraine have been burnished for the evening news by a captive, triumphalist media. However justified, the West’s outrage at his actions underlined to Russians how Mr Putin was once again asserting their country’s strength after the humiliations of the 1990s.

What does this post-modern tsar mean for the world? One lesson is about the Russian threat. Since the interference in Ukraine, the West has worried about Russian revanchism elsewhere, especially in the Baltic states. But Mr Putin cannot afford large numbers of casualties without also losing legitimacy, as happened to Nicholas II in the Russo-Japanese war of 1904-05 and in the first world war. Because today’s tsar knows history, he is likely to be opportunistic abroad, shadowboxing rather than risking a genuine confrontation. The situation at home is different. In his time in power Mr Putin has shown little appetite for harsh repression. But Russia’s record of terrible suffering suggests that, whereas dithering undermines the ruler’s legitimacy, mass repression can strengthen it—at least for a time. The Russian people still have something to fear.

**Mother Russia’s offspring** | The other lesson is about succession. The October revolution is just the most extreme recent case of power in Russia passing from ruler to ruler through a time of troubles. Mr Putin cannot arrange his succession using his bloodline or the Communist Party apparatus. Perhaps he will anoint a successor. But he would need someone weak enough for him to control and strong enough to see off rivals—an unlikely combination. Perhaps he will try to cling to power, as Deng Xiaoping did behind the scenes as head of the China Bridge Association, and Mr Xi may intend to overtly, having conspicuously avoided naming a successor after this week’s party congress. Yet, even if Mr Putin became the éminence grise of the Russian Judo Federation, it would only delay the fatal moment. Without the mechanism of a real democracy to legitimise someone new, the next ruler is likely to emerge from a power struggle that could start to tear Russia apart. In a state with nuclear weapons, that is alarming.

The stronger Mr Putin is today, the harder he will find it to manage his succession. As the world tries to live with that paradox, it should remember that nothing is set in stone. A century ago the Bolshevik revolution was seen as an endorsement of Marx’s determinism. In the event, it proved that nothing is certain and that history has its own tragic irony.

**REFLECT** | Place Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev, and Putin on the spectrum below.
COLD WAR HOTSPOTS PROJECT

From the end of World War II until the early 1990s, the Cold War dominated international affairs. The struggle between the Soviet Union and the United States of America—communism and democracy—spurred a series of actions and reactions on both sides that heavily influenced new decolonized regions around the world. Listed below are important events associated with the Cold War. You will create a historical atlas of the cold war detailing these events and the role that they played in escalating or deescalating the conflict.

Requirements:

- Create four maps, on for each decade of the conflict (1950s, 1960s, 1970s, and 1980s). Each map must:
  - Have a world map on the front with a visual representation of where each hot spot was located.
  - Each hot spot should be labeled and numbered.
  - Descriptions of each hotspot and their importance to escalation of de-escalation of Cold War conflicts should be listed on the back of the map. Descriptions should be 1 paragraph in length.
- Create a cover and a back page. The cover page is decorative. The back page should include 1-2 paragraphs detailing the context of the Cold War and its impact on global history.
- Use the textbook and/or review book before using internet sources for more relevant content.

Events to Include:

- Sputnik Launch
- Cuban Revolution
- Cuban Missile Crisis
- Bay of Pigs Invasion
- U-2 Spy Plane Incident
- Star Wars
- Prague Spring
- SALT
- 1980 Olympics
- Gorbachev’s election
- INF Treaty
- Nixon’s Visit to China
- Solidarity Movement
- Berlin Wall
- Vietnam
- Iran
- Cambodia
- Algeria
- Afghanistan
- Angola
- Nicaragua
- Guatemala
- Congo
- Hungary

What is the difference between socialism and capitalism?

Socialism is an economic system in which the community or the state controls the production and distribution of resources in order to increase social and economic equality. Generally in socialist systems, the state or community—rather than individuals—owns resources such as land and businesses. Communism is a political stage after socialism without social classes, property ownership, or even government. Communism has never been achieved by any state in the modern world. Socialist economic systems have occurred in both democratic and authoritarian states.

Capitalism is an economic system in which resources are all or mostly owned by individuals and operated for profit. Production and distribution of goods is left up to individuals or market forces such as supply and demand.

During the Cold War, the United States acted on the belief that the world was divided into two camps: governments supportive of communism and those supportive of capitalism. For a while, it believed that all communists took orders from and acted on behalf of the Soviet Union, which was seen as a mortal enemy to the United States. Many within capitalist countries were also opposed to socialism because the property rights of individuals who owned land or businesses in socialist countries were threatened by the socialist system. For example, when Cuba became a socialist economy, U.S. investors were forced to turn over their land and businesses to the Cuban government.

Although countries are often classified as socialist or capitalist, in practice most economies are not purely socialist or capitalist. For example, the United States is considered a capitalist country. At the same time, there are programs, such as Medicare and welfare, in which the U.S. government distributes resources to the elderly and to the poor.
THE SICK MAN OF EUROPE

The Ottoman Empire became known as the “sick man of Europe” because during the 1800’s it was a multinational (consisting of numerous countries) empire. Thus, the differences between the various ethnic groups led to many challenges in the Empire.

Some areas of conflict within the Ottoman Empire included:

- **Turkey:** In the 1800s, the multinational Ottoman Empire faced challenges from the various ethnic groups in the empire
- **Young Turks:** A group of liberals that wanted to strengthen the Ottoman Empire and end Western Imperialism. They overthrew the sultan and took control of the government. They also supported Turkish nationalism and abandoned diverse cultures.
- **Armenian Massacre:** Muslim Turks accused the Christian Armenians of plotting against the Ottoman Empire. The Turks began a massacre that resulted in the death of one million Armenians in over 25 years.
- **Balkans:** A region in southeastern Europe. 1800s: Ottomans ruled this area and it was home to many groups (Serbs, Greeks, Bulgarians and Romanians). Nationalist groups went against foreign rule. Between 1829-1908, Greece, Serbia, Bulgaria and Romania gained independence.
- **Powder Keg:** The site of Austrian Archduke Franz Ferdinand’s assassination in WWI
- **Pan-Slavism:** The idea that all Slavic people shared a common nationality.

Why did the Ottoman Empire lose power?

<table>
<thead>
<tr>
<th>Disunity:</th>
<th>Nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many racial/religious groups within one empire – millet system (promoting religious toleration) is failing</td>
<td>Difficulties grew as nationalism became more widespread. Serbs, Greeks and Romanians gained independence early 1800s. 1870s – Rebellions in the Balkans led to other Slavic groups to gain independence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failure to Modernize:</th>
<th>Warfare:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottoman Turks could not keep up with Western technology and science. Traditional Muslim leaders often opposed change. (TURKEY DID NOT MODERNIZE UNTIL THE 1930S UNDER ATATURK)</td>
<td>Ottomans lost important territory to Austria and Russia. Russia waged many wars against the Ottoman Turks in attempts to promote and protect Orthodox Christians.</td>
</tr>
</tbody>
</table>

The force of nationalism, 1750-present:

- Inspired revolutions in Europe and Latin America
  - South America (Simon Bolivar)
  - Haiti (Toussant L’ouverture)
  - Mexico (Miguel Hidalgo)
  - French Revolution (National Assembly)
    - Caused other European Monarchs to become fearful of revolt in their own nations, leading to nationalist wars within Europe
  - American Revolution
- Led to a united Italy and a united Germany in the late 1800s
- Arose among Indians, Turks and Jews
  - Pakistan And India
  - Middle Eastern Mandate System and conflicts between Iran, Iraq, Syria, Lebanon, And Former Ottoman Territories
  - The Creations Of Israel and ensuing Israel-Palestine Conflict
- Created conflict in the Balkans by early 1900s, sparking WWI
- Led to a divided Ottoman Empire
NATIONALISM IN THE MIDDLE EAST

Define Mandate System:

Context:
During World War I, the Ottoman Empire was allied with the Central Powers. But at that time it was a relatively weak state economically and much reduced in size from previous centuries. Sharif Hussein ibn Ali, an Arab prince of the Hashemite dynasty living under Ottoman rule, cooperated with Britain during the war, especially after the Central Powers began to lose. Britain hoped to divide Ottoman loyalties to the advantage of the Allied Powers. After the Allies defeated the Central Powers in the war, Sharif Hussein was very upset at what he considered a British betrayal in establishing the Mandate System, which denied independence to a new, united Arab state. In the Mandate System, the former regions of the Ottoman empire were considered unable to govern themselves and placed under the trusteeship of Britain and France. Hussein’s two prominent sons were imposed as monarchs under British supervision, King Faisal I in Iraq and King Abdullah in Trans-Jordan. Turkey became a sovereign state with Mustafa Kemal Ataturk as its leader.

Selection from the Sykes-Picot Agreement:
The Sykes-Picot Agreement was a secret understanding concluded in May 1916, during World War I, between Great Britain and France, with the assent of Russia, for the dismemberment of the Ottoman Empire. When the imperial Russian government was overthrown in the Russian Revolution in November, 1917, the new revolutionary government released the contents of this agreement publicly.

It is accordingly understood between the French and British governments:
That France and Great Britain are prepared to recognize and protect an independent Arab state or a confederation of Arab states (a) and (b) marked on the annexed map, under the suzerainty of an Arab chief. That in area (a) France, and in area (b) Great Britain, shall have priority of right of enterprise and local loans. That in area (a) France, and in area (b) Great Britain, shall alone supply advisers or foreign functionaries at the request of the Arab state or confederation of Arab states.
That in the blue area France, and in the red area Great Britain, shall be allowed to establish such direct or indirect administration or control as they desire and as they may think fit to arrange with the Arab state or confederation of Arab states.
That in the brown area there shall be established an international administration, the form of which is to be decided upon after consultation with Russia, and subsequently in consultation with the other allies, and the representatives of the sharif of Mecca.

1) What impact did the Sykes-Picot Agreement have on ethnic groups in the Ottoman Empire?

2) How may the mandate system impact the development of states in the Middle East?
**Task** Describe the role that nationalism played in each of the following independence movements. Each group member will review a different independence movement and return to their groups to share their findings. Once all movements have been discussed, chose two to compare below.

<table>
<thead>
<tr>
<th>Vision for Nation</th>
<th>Actions Taken</th>
<th>Role of Nationalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
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</tbody>
</table>

**Comparative Thesis**
PERSISTING CONFLICT IN THE MIDDLE EAST
PALESTINE AND ISREAL

CARTOGRAPHIC REGRESSION

1917
Palestine before the creation of Israel

1947
Proposed borders under the U.N. Partition Plan

1948
Israel is formed

A BRIEF HISTORY OF HOW THE BORDERS CAME TO BE

1917
The Balfour Declaration: British Foreign Secretary James Balfour approves the creation of a national homeland for Jews in Palestine.

1919
The World Zionist Organization is created to advocate for the establishment of a Jewish homeland in Palestine.

1947
U.N. Partition Plan: The U.N. successfully passes a plan to separate western Palestine into two states. Jewish leaders accept the proposal while Palestinian Arab leaders reject it, prompting riots.

1948
Arab-Israeli War: The Jewish community declares itself independent in the new state of Israel. War breaks out between Israeli and forces from nearby Arab nations.

1967
Six-Day War: Using air, sea, and ground combat, Israel captures the Sinai Peninsula from Egypt and Golan Heights from Syria. Although the Israeli Army does not annex the West Bank of Jordan, it begins to occupy the region.

1982
Israel returns Sinai to Egypt and the two countries sign a peace treaty, making Egypt the first Arab nation to officially recognize Israel as a state.

1987-1993
First Intifada: Palestinians begin a mass uprising in Gaza. Civil disobedience and riots soon spread to the West Bank.

Notes:
For nearly a century, the Jewish community in what is now Israel and Palestinian Arabs have battled over a 10,000-square-mile territory between the Mediterranean Sea and the Jordan River. Both claim historic and religious ties to the land, so the conflict has become a geopolitical war with far-reaching implications. Throughout the years of fighting, Israel’s share of the land has grown from about 3 percent in 1917 to 87 percent today.

1967
After the Six-Day War

1993-1995
The Oslo Accords: Palestine and Israel sign the Declaration of Principles, in which both nations seek recognition as autonomous governing bodies. The West Bank is split into three zones: One fully controlled by Palestinian Authority; one that’s joint-controlled; and one that stays in Israeli hands.

2000
Camp David Summit: The Israeli Army withdraws from Lebanon. The Camp David Summit aims to help the two sides finally agree on a settlement; the talks eventually fail and the violence leads to The Second Intifada (2000-05).

April 2003
Road Map for Peace: The European Union, U.N., U.S., and Russia release a road map, which outlines a clear timetable toward a Palestinian state.

2005
Gaza Expulsion Plan: Israel’s defense forces leave the Gaza Strip and four settlements in the northern West Bank as part of a unilateral disengagement plan.

September 2011
Palestine submits a bid to the U.N. for statehood and membership.

Notes:
Consider the significance of Iran's 1979 political revolution using the sources provided and the organizer below:

<table>
<thead>
<tr>
<th>Option Presenters’ Arguing Points</th>
<th>Undecided Citizens’ Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts of your option</td>
<td>Option 1 Panel</td>
</tr>
<tr>
<td>Visions for Iran</td>
<td>Option 2 Panel</td>
</tr>
<tr>
<td>How would your option be executed?</td>
<td>Option 3 Panel</td>
</tr>
</tbody>
</table>

**REFLECT** Which option did the people of Iran act on in 1979? Why is this significant?
The Constitution of 1979: Structure of Iranian Government

**Elected Government Bodies**

- **President**
  - elected for up to two four-year terms
  - the second-highest ranking official
  - responsible for implementing constitution
  - candidates must be approved by the Council of Guardians

- **Cabinet**
  - cabinet ministers are chosen by the president and approved by the Majlis
  - ministers can be impeached by the Majlis

- **Majlis**
  - 290 members elected every four years
  - candidates must be approved by the Council of Guardians
  - can impeach cabinet ministers
  - all bills passed by the Majlis must be approved by the Council of Guardians

- **Assembly of Experts**
  - directly elected body, but only clerics may run
  - appoints Supreme Islamic Jurist
  - candidates must be approved by the Council of Guardians

**Unelected Government Bodies**

- **Supreme Islamic Jurist**
  - highest leader in Iran's political structure
  - appoints and controls military
  - appoints six members of the Council of Guardians
  - appointed by the Assembly of Experts
  - final say on foreign policy

- **Head of Judiciary**
  - oversees enforcement of legal system based on Shari'a
  - appointed by Supreme Islamic Jurist

- **Armed Forces**
  - regular military and Revolutionary Guard
  - all military commanders appointed by the Supreme Islamic Jurist

- **Council of Guardians**
  - consists of six theologians appointed by the Supreme Islamic Jurist, and another six nominated by the judiciary and approved by the Majlis
  - selected for six-year terms
  - must approve and can veto bills passed by the Majlis if they are inconsistent with the constitution of Shari'a
  - the Council must approve all candidates for the Majlis, the presidency, and the Assembly of Experts

**Voters**
- every Iranian over the age of 15 may vote
## Iran After Revolution

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
<th>Impact on US/Iran Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>Coup against Mossadegh</td>
<td></td>
<td></td>
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<tr>
<td>1978-1979</td>
<td>Iranian Revolution</td>
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<td>1979-1981</td>
<td>U.S. Hostage Crisis</td>
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<td>1980-1988</td>
<td>Iran-Iraq War</td>
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<tr>
<td>2003</td>
<td>U.S. Invasion of Iraq</td>
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<tr>
<td>2005-2013</td>
<td>Ahmadinejad Presidency</td>
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</tbody>
</table>
BOLIVAR – ABOLITIONIST AND REFORMER | In the newly formed Gran Columbia, land and labour remained under the control of the great proprietors. Bolivar was aware of the agrarian structure, and he wanted to distribute land confiscated from the royalists to the republican soldiers, whom he regarded as the people in arms. On October 10th, 1817, he issued the 'law on the distribution of national property among the soldiers', the first of a number of such decrees. The scheme was confined to those who fought in the hardest years, 1816-19, and the intention, as Bolivar put it, was ‘to make of each soldier a property-owning citizen.’ But Bolivar’s plans were frustrated by the combined action of legislators and officers. Congress decreed that the soldiers be paid not in actual land but in bonos, vouchers entitling the holder to receive national land at a vague post-war date. Ignorant and impoverished soldiers were easy prey: the bonos were bought up by officers and civilian speculators at ridiculous prices, and in this way most of the soldiers were defrauded of their right to land. The injustice outraged the Liberator and he protested to congress, but in vain. Yet this was not his last word on agrarian problems.

Bolivar also sought to give land to the Peruvian Indians in individual ownership. ‘The poor Indians’, he declared, ‘are truly in a state of lamentable depression. I intend to help them all I can, first as a matter of humanity, second because it is their right’. But good intentions were not enough. In breaking up the Indian communities and re-distributing their lands, liberal reforms of this kind exposed the Indians to pressure from estate owners, who took their land and demanded their labour. Bolivar decreed a further measure of land reform, in Bolivia in 1825; the aim was to distribute state land, preferably among ‘the natives and those who have offered and suffered much in the cause of independence’. But the reform was sabotaged by the Bolivian ruling class, who regarded a free and landed peasantry as a threat to their dependent labour supply.

‘To understand revolutions and their participants’, wrote Bolivar, ‘we must observe them at close range and judge them at great distance’. History may judge that the Liberator was to some degree a prisoner of his environment. He could not push the creole élite too far along the path of reform for fear of a backlash, in which independence itself might be jeopardised. Where he differed from his contemporaries was in his awareness of the true limitations of independence, and in his acute perception of the socio-racial tensions of the time ‘A great volcano lies at our feet. Who shall restrain the oppressed classes! Slavery will break its yoke, each racial group will seek mastery’. In 1828, in a mood of deep pessimism, he described the enduring polarisation of Spanish American society between the privileged few and the deprived many:

In Colombia there is an aristocracy of rank, office and wealth, equivalent by its influence, its pretensions and its pressure on the people, to the most despotic aristocracy of titles and birth in Europe. Included in the ranks of this aristocracy are the clergy, professional groups, lawyers, the military and the rich. In spite of all their liberalism, they prefer to regard the lower classes as their perpetual serfs.

Two years later, as anarchy and violence swept over the new states, he declared his bitter disappointment at the achievements of the revolution: ‘Independence is the only benefit we have gained, at the cost of everything else’. Convinced that America was ungovernable, and mortally ill from tuberculosis, he left Bogota to make his way to the coast and exile. He died near Santa Marta on December 17th, 1830, in his forty-seventh year, ‘his last moments’, recorded O’Leary, ‘the last embers of an expiring volcano, the dust of the Andes still on his garments’.

REFLECT | Why did Bolivar’s and other Latin American republics initially fail?
Since gaining their independence at the beginning of the 19th century, the Latin American states have tried to establish democratic regimes. However, most of these efforts failed during the 19th century, in which dictatorships and oligarchic rule were the norm in the region. Use the table below to assess Latin American nations’ processes of democratization.

<table>
<thead>
<tr>
<th></th>
<th>Independence</th>
<th>Democratization</th>
<th>De-Democratization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
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<td></td>
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<tr>
<td>Brazil</td>
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<td></td>
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<tr>
<td>Chile</td>
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<tr>
<td>Uruguay</td>
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</tbody>
</table>
TASK: Read and annotate the following documents to evaluate the extent to which the relationships between gender and politics changed in 20th-century Latin America.

Document 1

Source: Justo Sierra, male Mexican minister of public education, letter to the editors of *La Mujer Mexicana* (*The Mexican Woman*), Mexico, 1904.

The educated woman will be truly dedicated to the home; she will be a companion and collaborator of man in the formation of the family. That is what we want. I do not want to see you pursue your feminism to the extreme of wishing to convert yourselves into men; that is not what we desire; for then all of life’s enchantment would be lost. No, let men fight over political questions, let them form laws; you ought to fight the good fight, that of feeling, and form souls, which is better than forming laws.

Document 2

Source: Hermila Galindo, Mexican feminist and political speaker, supporter of Mexican revolutionaries, speech at the Second Feminist Congress of Yucatan, Mexico, 1916.

A woman needs suffrage and asks for it from a moral standpoint, because of what she can do with the vote. She needs it so that she can combat alcoholism, prostitution, juvenile delinquency, pornography, and everything that works against child morality. She needs it so that she can guard her own health as well as that of the public, to work for better worker housing, better schools, better markets, etc.

Document 3

Source: Photograph of *soldaderas* (Mexican female soldiers) during the Mexican Revolution, circa 1917.

Document 4

Source: Ricardo Dolz, Cuban senator, speech to the Cuban Senate on a bill to give married women economic rights, Havana, Cuba, 1917.

Women should have their rights because the movement is recognized worldwide, it is just and moderate, and the women are not asking to dominate men. Resisting the woman’s movement will encourage women activists to become socialists and fulfill everyone’s greatest fear.
Document 5

Source: María Luisa Marín, anarchist and union organizer, speech in support of jailed communist politician Hernán Proal in the rent-strike movement in Veracruz, Mexico, December 1924.

We will do what we can so that our children will not denounce us as traitors and cowards. We will prove that with Proal or without him, the Veracruz renters will defend their rights. In view of the danger that now threatens us, we issue an urgent call to the people. Don’t wait for the powerful to help you. They will never appreciate the dignity and value of our solidarity which some day will triumph. The supreme hour of the people has arrived. People of Veracruz, wake up and join the struggle.

Document 6

Source: Colonel Crescencio Treviño Adrián, veteran of the Mexican Revolution, private letter to Mexican President Lázaro Cárdenas, 1938.

Undoubtedly, granting Mexican women powers to govern would be a disaster because woman can be more criminal than man. Woman is in this world for the man’s home, not for politics or to mix with the affairs of men. This thing that they are talking about, this woman’s vote, would be madness.

Document 7


The Sandinista Popular Revolution will abolish the discrimination that women have suffered with respect to men: it will establish economic, political, and cultural equality between women and men. It will elevate the political, cultural, and vocational level of women via their participation in the revolutionary process.

* socialist revolutionary organization

Document 8

Source: Argentinian women from the Argentinian group Madres de Plaza de Mayo (Mothers of the May Plaza), protesting outside of the presidential palace, seeking information on the political disappearance and murder of their children or other family members, 1981.

When the Sandinista Front began, women also within the lines fought in the role of men; that is when the women realized that we can work the same as a man, that we can develop equally as a man. The women were heroines. They showed us, they really gave us the idea that the woman in the world, in life, in work, can be equal to a man.

<table>
<thead>
<tr>
<th>Change/continuity</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Docs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence From Docs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THESIS** |

**EXTENSION** |
COMMUNISM IN LATIN AMERICA

Cuban Revolution Timeline

August 1959 – Fidel Castro’s armies launched an attack on President Fulgencio Batista’s government, surrounding major cities and cutting off railways and supply lines.

December 31, 1958 – Batista fled Havana, the capital of Cuba, and Castro took power. President Dwight Eisenhower recognized the new Cuban government soon after.

April 1959 – Castro visited the United States and met with Vice President Richard Nixon. He was greeted by cheering crowds in many cities.

May 1959 – Castro signed the Agrarian Reform Act, which banned foreign ownership of land in Cuba and limited landholdings to 1,000 acres. The government took over any amount over 1,000 acres owned by a single family or company, broke it up, and gave it to peasants or turned it into state-run communes.

February 1960 – Cuba and the USSR agreed to begin trading sugar, oil, and grain.

March 1960 – Eisenhower approved funding and training for a plan to overthrow Castro. He also approved an embargo of sugar, oil, and guns, banning Americans from trading these items with Cuba.

July 1960 – Castro began nationalizing U.S. companies operating in Cuba.

January 3, 1961 – The U.S. ended diplomatic relations with Cuba.

January 20, 1961 – John F. Kennedy became president. He defeated Nixon, who had been Eisenhower’s Vice President. During the campaign, Kennedy accused Eisenhower and Nixon of not doing enough to stop Castro, asking in one campaign speech, “How did we permit the Communists to establish this foothold 90 miles away?”

April 17, 1961 – A CIA-funded invasion of Cuba, known as the Bay of Pigs Invasion, was launched with the goal of overthrowing Castro. Castro’s army defeated the invasion within a few days.

NATOS
Other allies of the United States
Warsaw Pact
Socialist countries aligned with the Soviet Union
Other allies of the Soviet Union
Non-aligned nations
Communist guerrillas
Anti-communist guerrillas

ROOSEVELT COROLLARY

CUBA, 1953

NICARAGUA, 1979

VENEZUELA, 2018
Poisoned Divesuits and Exploding Cigars

A former bodyguard of Fidel Castro has estimated that, since 1959, there have been more than 630 attempts on Castro’s life. The U.S. Central Intelligence Agency initiated and supported a number of assassination attempts in the 1960s, but claims that it has not been involved in any since then. A number of Cuban exiles in the United States, many belonging to groups previously funded by the CIA, have also been very active in trying to bring down Castro’s government.

“We were pretty (lousy) terrorists, let me tell you.... We had come to the conclusion that the only hope for the Cuban people lay in the physical elimination of Fidel Castro.”

—José Basulto, a Cuban-American exile involved in a number of terrorist acts in the 1960s. He now leads the group Brothers to the Rescue, a nonviolent Cuban-American opposition group.

Various unsuccessful plots included poisoned food, bombs, and exploding cigars. Other plans that the CIA considered included a plot to infect the inside of Castro’s scuba diving suit (he was known to be an avid diver) with a fungus that would cause a debilitating skin disease, or to place a brightly colored seashell filled with explosives at the bottom of the sea where he liked to dive. The CIA sometimes worked with people close to Castro, like government officials or former girlfriends, and also elicited help from members of the mafia.

<table>
<thead>
<tr>
<th>1959 Interview</th>
<th>1961 Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POV Analysis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How did Castro apparently view the United States?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Which source is a better representation of Castro’s Views? Why?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Following their revolution, Cuba sought to promote socialist revolutions around the world. For example, one year after the Portuguese left the newly independent Angola with no government in place in 1974, Castro sent Cuban forces to help the Popular Movement for the Liberation of Angola (MPLA), a socialist group vying for control of Angola, repel a South African invasion in “Operation Carlota.” South Africans saw the MPLA, a black nationalist militant group as a threat to white rule, and the United States saw the impending civil war in Angola as an opportunity for the USSR to advance socialist ideals through the MPLA. Hence, both global powers sought to prevent the MPLA from gaining power.

In 1975, many believed that Castro was following orders from the Soviet Union when he sent troops to Angola. As you read the sources provided, arrange them on your desks in accordance with the matrix below, putting sources that agree with one another closer to the center of the matrix and sources that disagree with others closer to the edge of the matrix. Answer the questions below as you discuss perspectives on Cuban involvement in Angola in your groups.

<table>
<thead>
<tr>
<th>Cuban Government</th>
<th>South Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. List the numbers of the documents that explain Cuba’s outlook on its general foreign policy.</td>
<td>1. List the numbers of the documents that give a South African perspective on events.</td>
</tr>
<tr>
<td></td>
<td>2. What do these documents suggest Cuba’s role in Angola is about? [Note: there is more than one perspective.]</td>
</tr>
<tr>
<td></td>
<td>3. Are there South African documents that contradict each other? Explain.</td>
</tr>
<tr>
<td></td>
<td>4. Do these documents support or contradict the perspective of the cartoon by Wright?</td>
</tr>
<tr>
<td>2. What do these documents suggest the Cuban government believed its role in Angola was about?</td>
<td></td>
</tr>
<tr>
<td>3. Do these documents support or contradict the perspective of the cartoon by Wright?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>United States Government</th>
<th>Angola</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the numbers of the documents that give a U.S. perspective on Cuba’s role in Angola.</td>
<td>1. List the numbers of the documents that give an Angolan perspective on events.</td>
</tr>
<tr>
<td>2. What do these documents suggest Cuba’s role in Angola is about? [Note: there is more than one perspective.]</td>
<td>2. What do these documents suggest Cuba’s role in Angola is about? [Note: there is more than one perspective.]</td>
</tr>
<tr>
<td>3. Are there U.S. documents that contradict each other? Explain.</td>
<td>3. Are there Angolan documents that contradict each other? Explain.</td>
</tr>
<tr>
<td>4. Do these documents support or contradict the perspective of the cartoon by Wright?</td>
<td>4. Do these documents support or contradict the perspective in the cartoon by Wright?</td>
</tr>
</tbody>
</table>

What was Cuba doing in Angola?
RESISTANCE TO COLONIALISM IN AFRICA

African Resistance
List some of the ways Africans resisted colonialism.

・
・

End of World War II
Which countries still had colonies in Africa following the war?

How did world opinion on colonialism begin to shift?

African Political Parties
What groups joined African political parties following World War II?

What did many African political parties call for?

World War II
How were African colonies involved in the war effort?

World War I
How were African colonies involved in the war effort?

Pan-African Movement
What was the Pan-African movement?

When did it start?

When did it gain momentum?

Invasion of Ethiopia: ______ (year)
Who invaded Ethiopia?

What was Europe's response?

What did this response signal to African nationalist groups?
## DECOLONIZATION IN AFRICA

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Colony</th>
<th>Colonizing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922</td>
<td>February 28</td>
<td>Egypt</td>
<td>Britain</td>
</tr>
<tr>
<td>1951</td>
<td>December 24</td>
<td>Libya</td>
<td>Italian colony until 1943, Britain/France '43-'51</td>
</tr>
<tr>
<td>1952</td>
<td>September 11</td>
<td>Entrea</td>
<td>Italian colony until 1941, Britain '41-'51</td>
</tr>
<tr>
<td>1956</td>
<td>January 1</td>
<td>Sudan</td>
<td>Britain</td>
</tr>
<tr>
<td>1956</td>
<td>March 2</td>
<td>Morocco</td>
<td>France</td>
</tr>
<tr>
<td>1956</td>
<td>March 20</td>
<td>Tunisia</td>
<td>France</td>
</tr>
<tr>
<td>1956</td>
<td>April 7</td>
<td>Northern Maureroces</td>
<td>Spain</td>
</tr>
<tr>
<td>1956</td>
<td>October 29</td>
<td>Tangier</td>
<td>Spain</td>
</tr>
<tr>
<td>1957</td>
<td>March 6</td>
<td>Ghana</td>
<td>Spain</td>
</tr>
<tr>
<td>1958</td>
<td>April 27</td>
<td>Southern Maureroces</td>
<td>Spain</td>
</tr>
<tr>
<td>1958</td>
<td>October 2</td>
<td>Guinea</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>January 1</td>
<td>Cameroon</td>
<td>France, Germany colony before WWI</td>
</tr>
<tr>
<td>1960</td>
<td>April 27</td>
<td>Togo</td>
<td>France, Germany colony before WWI</td>
</tr>
<tr>
<td>1960</td>
<td>June 20</td>
<td>Senegal</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>June 26</td>
<td>Madagascar</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>June 30</td>
<td>British Somaliland</td>
<td>Britain</td>
</tr>
<tr>
<td>1960</td>
<td>July 1</td>
<td>Somalia</td>
<td>Italy</td>
</tr>
<tr>
<td>1960</td>
<td>August 1</td>
<td>Benin</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 3</td>
<td>Biafra</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 5</td>
<td>Burkina Faso</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 7</td>
<td>Côte d'Ivoire</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 11</td>
<td>Chad</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 12</td>
<td>Central African Republic</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 13</td>
<td>Republic of the Congo</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>August 17</td>
<td>Gabon</td>
<td>France</td>
</tr>
<tr>
<td>1960</td>
<td>October 1</td>
<td>Nigeria</td>
<td>Britain</td>
</tr>
<tr>
<td>1960</td>
<td>November 28</td>
<td>Mauritania</td>
<td>Britain</td>
</tr>
<tr>
<td>1961</td>
<td>April 27</td>
<td>Sierra Leone</td>
<td>Britain</td>
</tr>
<tr>
<td>1961</td>
<td>June 1</td>
<td>British Cameroun North</td>
<td>British, German colony before WWI</td>
</tr>
<tr>
<td>1961</td>
<td>October 1</td>
<td>British Cameroun South</td>
<td>British, German colony before WWI</td>
</tr>
<tr>
<td>1961</td>
<td>December 9</td>
<td>Tanzania</td>
<td>Britain, German colony before WWI</td>
</tr>
<tr>
<td>1962</td>
<td>July 1</td>
<td>Burundi</td>
<td>Belgium, German colony before WWI</td>
</tr>
<tr>
<td>1962</td>
<td>July 3</td>
<td>Rwanda</td>
<td>Belgium, German colony before WWI</td>
</tr>
<tr>
<td>1962</td>
<td>October 9</td>
<td>Uganda</td>
<td>Britain</td>
</tr>
<tr>
<td>1963</td>
<td>December 10</td>
<td>Zanzibar</td>
<td>Britain</td>
</tr>
<tr>
<td>1963</td>
<td>December 12</td>
<td>Kenya</td>
<td>Britain</td>
</tr>
<tr>
<td>1964</td>
<td>July 6</td>
<td>Malawi</td>
<td>Britain</td>
</tr>
<tr>
<td>1964</td>
<td>October 24</td>
<td>Zambia</td>
<td>Britain</td>
</tr>
<tr>
<td>1965</td>
<td>February 18</td>
<td>Gambia</td>
<td>Britain</td>
</tr>
<tr>
<td>1966</td>
<td>September 30</td>
<td>Botswana</td>
<td>Britain</td>
</tr>
<tr>
<td>1966</td>
<td>October 4</td>
<td>Lesotho</td>
<td>Britain</td>
</tr>
<tr>
<td>1968</td>
<td>March 12</td>
<td>Mauritius</td>
<td>Britain</td>
</tr>
<tr>
<td>1968</td>
<td>September 6</td>
<td>Swaziland</td>
<td>Britain</td>
</tr>
<tr>
<td>1968</td>
<td>October 12</td>
<td>Equatorial Guinea</td>
<td>Spain</td>
</tr>
<tr>
<td>1969</td>
<td>June 30</td>
<td>Zaire</td>
<td>Spain</td>
</tr>
<tr>
<td>1974</td>
<td>September 10</td>
<td>Guinea Bissau</td>
<td>Portugal</td>
</tr>
<tr>
<td>1975</td>
<td>February 28</td>
<td>Western Sahara</td>
<td>Spain</td>
</tr>
<tr>
<td>1975</td>
<td>June 25</td>
<td>Mozambique</td>
<td>Portugal</td>
</tr>
<tr>
<td>1975</td>
<td>July 5</td>
<td>Cape Verde</td>
<td>Portugal</td>
</tr>
<tr>
<td>1975</td>
<td>July 6</td>
<td>Comoros</td>
<td>France</td>
</tr>
<tr>
<td>1975</td>
<td>July 12</td>
<td>São Tomé and Principe</td>
<td>Portugal</td>
</tr>
<tr>
<td>1975</td>
<td>November 11</td>
<td>Angola</td>
<td>Portugal</td>
</tr>
<tr>
<td>1976</td>
<td>June 26</td>
<td>Seychelles</td>
<td>Britain</td>
</tr>
<tr>
<td>1977</td>
<td>June 27</td>
<td>Djibouti</td>
<td>France</td>
</tr>
<tr>
<td>1980</td>
<td>April 18</td>
<td>Zimbabwe</td>
<td>Britain</td>
</tr>
<tr>
<td>1990</td>
<td>March 21</td>
<td>Namibia</td>
<td>South Africa, German colony before WWI</td>
</tr>
<tr>
<td>1994</td>
<td>April 27</td>
<td>South Africa</td>
<td>British until 1910, then white-majority rule until 1994</td>
</tr>
</tbody>
</table>

**CONTEXTUALIZE DECOLONIZATION IN AFRICA**
COMPARE DECOLONIZATION IN AFRICA | Use the documents in your corner to collaboratively complete your row in the table below. Then, return to your groups to share and discuss. Then, choose two instances of decolonization (from today or other parts of the unit) to compare.

<table>
<thead>
<tr>
<th>Colonizing Power</th>
<th>Years under colonial rule</th>
<th>Central Question</th>
<th>How did (some) Africans answer this question?</th>
<th>How did (some) Europeans answer this question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DRC</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Algeria</td>
<td></td>
<td></td>
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<tr>
<td>Kenya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMPARATIVE THESIS |
## Nigeria: Post-Independence

<table>
<thead>
<tr>
<th>Option Presenters’ Arguing Points</th>
<th>Undecided Citizens’ Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priorities</td>
<td>Option 1 Panel</td>
</tr>
<tr>
<td>Solutions to Regional Differences</td>
<td>Option 2 Panel</td>
</tr>
<tr>
<td>What about oil?</td>
<td>Option 3 Panel</td>
</tr>
</tbody>
</table>

### Reflect
What was the outcome of Nigeria’s Civil War? How did resistance and activism in Nigeria shape this outcome? How did outside powers shape this outcome?

---

Cultural Responses to Dictatorship in Nigeria
LAWS IN SOUTH AFRICA

- South Africa Act 1909: Established the South African Union and concentrated power in all-white parliament.
- Mines & Works Act 1911 and 1926: Imposed color ban on certain jobs; a white’s salary was to be higher than a black’s at all times.
- Natives Land Acts: Allocated 13% of total land area to blacks.
- Urban Areas Act 1923: Residential segregation in cities; blacks had to carry special papers to be allowed in cities.
- Prohibition of Mixed Marriages Act 1949: Banned marriages between races.
- Population of Registration Act 1950: All South Africans to register as one of four racial categories: Black, White, Asian, Coloured.
- Reservation of Separate Amenities Act 1953: Segregation applied to buses, parks, etc.

1. What impact did these policies have on South Africa at the time?

SCENE 1 | November 24, 1975: Crossroad Settlement located in Cape Province in the Republic of South Africa.

2. Describe the Township (an urban area reserved for non-whites), the Crossroad Settlement:

3. According to the radio report, why did the police raid the township?

4. Does the radio report accurately describe the police raid at the Crossroad Settlement? Explain.
THE CASE FOR APARTHEID, 1953: A.L. GEYER

...The little progress in Africa is due entirely to the White Man... Before the time Black Africa did have independence for a thousand years and...what did she make of it? Even though Africa did not have any overpopulation, it had...tribal wars, witchcraft, disease, famine, and even cannibalism. South Africa...historically, is not part of Black Africa at all- my own country. Its position is unique in Africa and its racial problem is unique in the world.

1. South Africa is no more the original home of its black Africans, the Bantu than it is of its white Africans...
2. South Africa contains the only independent white nation in all Africa.
3. South Africa is the only independent country in the world in which black people outnumber white people.

This brings the question of the future. We have two possible solutions to the problem: Apartheid or Partnership. Since Partnership mean that there shall be no discrimination and a disappearance of all social segregation based on race—the policy of Partnership could, in South Africa, only mean the eventual disappearance of the white South African nation? This White nation is not prepared to commit national suicide. The only alternative is a policy of apartheid, the policy of separate development.

...Apartheid is a policy of self-preservation...

5. Why does A.L. Geyer feel that apartheid is necessary for the future of South Africa?

SCENE 2 | Steven Biko (1946-1977) led the Black Consciousness Movement (BCM) in South Africa, based closely to the movement in the United States by Malcolm X. During this time period the South African government jailed many African National Congress (ANC) leaders, including Nelson Mandela. Though he was not jailed, Biko was “banned”; this meant that he was on house arrest. Biko befriends a liberal white newspaper editor, Donald Woods, in hopes of bringing his message of apartheid’s true horrors to the world.

6. How does Biko describe the life of a black South African?

7. Woods says, “Liberals are trying to move to integration” – How do Biko and his friends react to this? Why?

8. According to Biko, how do the white South Africans maintain power?
NELSON MANDELA

1. How did Mandela contribute to the work of the ANC?

2. What impact did the Sharpeville Massacre have on Mandela’s activism?

3. How does Mandela’s activism compare to Gandhi’s?

THE UN

2 December 1950—The General Assembly declared that “a policy of ‘racial segregation’ (apartheid) is necessarily based on doctrines of racial discrimination.”

7 August 1963—The Security Council adopted Resolution 181 calling upon all States to cease the sale and shipment of arms, ammunition and military vehicles to South Africa.

13 November 1963—The General Assembly urged all States to refrain from supplying petroleum to South Africa. It was the first of many efforts by the UN to enact effective oil sanctions against apartheid.

2 December 1968—The General Assembly requested all States and organisations “to suspend cultural, educational, sporting and other exchanges with the racist regime and with organisations or institutions in South Africa which practice apartheid.”

1 January 1976—The UN Centre Against Apartheid was established.

17 August 1984—the Security Council declared null and void the new racist constitution of South Africa.


22 June 1990—Nelson Mandela addressed the Special Committee against Apartheid in New York—his first appearance before the Organisation.
I was not born with a hunger to be free. I was born free — free in every way that I could know. Free to run in the fields near my mother’s hut, free to swim in the clear stream that ran through my village, free to roast mealies under the stars and ride the broad backs of slow-moving bulls. As long as I obeyed my father and abided by the customs of my tribe, I was not troubled by the laws of man or God.

It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased, and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honorable freedoms of achieving my potential, of earning my keep, of marrying and having a family — the freedom not to be obstructed in a lawful life.

But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains on anyone of my people were the chains on all of them, the chains on all of my people were the chains on me.

It was during those long and lonely years that my hunger for the freedom of my own people became a hunger for the freedom of all people, white and black. I knew as well as I knew anything that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man’s freedom is a prisoner of hatred, he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else’s freedom, just as surely as I am not free when my freedom is taken from me.

The oppressed and the oppressor alike are robbed of their humanity.

When I walked out of prison, that was my mission, to liberate the oppressed and the oppressor both. Some say that has now been achieved. But I know that that is not the case. The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. We have not taken the final step of our journey, but the first step on a longer and even more difficult road. For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others. The true test of our devotion to freedom is just beginning.

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom come responsibilities, and I dare not linger, for my long walk is not yet ended.

REFLECT | Choose the sentence from this except that impacted you most. Write it on your sticky note and add it to the gallery on the board.
AFRICA TODAY

VIDEO REFLECTION | What evidence does the author provide to support his claim that “The past decade has seen a big surge of foreign interest in Africa—involving China, India and Russia. If the continent handles this new ‘scramble’ wisely, the main winners will be Africans themselves.”

1.
2.
3.

What legacies of colonialism are evident in Africa today?

Independence

List two economic challenges following independence.

- 
- 

List two political challenges following independence.

- 
- 

Describe how each of the following had an impact on newly independent countries in Africa.

The Cold War:

Foreign Investment (loans, etc.):

When did South Africa gain independence from Britain?
1961

When did South Africa become a political democracy?
1994
## 20th Century Genocide

### Define Genocide

### Evaluate the Effectiveness of the UN’s Plan to Prevent and Punish Genocide

### Case Studies
Each group member will read about one of the five genocides below, then share.

<table>
<thead>
<tr>
<th>Events Leading to Genocide</th>
<th>Events of Genocide</th>
<th>International Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holocaust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bosnia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rwanda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### List the Warning Signs of Genocide
“Injustice anywhere is a threat to justice everywhere.”
Dr. Martin Luther King Jr., Letter from Birmingham Jail, April 16, 1963

“The only thing necessary for the triumph of evil is for good men to do nothing.”
Edmund Burke, British statesman and orator (1729-1797)

“At what point do you and I become members of the world community and stand up and speak?”
Mr. Charles Beach, January 21, 2005

**TASK** | For each incident listed below, specify the aggressors, victims, and international response to the violence, if any.

<table>
<thead>
<tr>
<th>Genocidal Incident</th>
<th>Task Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Armenia – 1915</strong></td>
<td>During World War I, the Ottoman empire embarked on a policy of genocide against its Armenian population. Armenians have long commemorated April 24, 1915 as the date on which the Ottoman authorities first rounded up and liquidated Armenian intellectuals. In total, about 1.5 million men, women, and children were murdered. The atrocities were photographed by Armand Wegner, a German photojournalist. The Ottoman state was allied with Germany in World War I. It is noteworthy that later, when Wegner’s pictures were shown to Hitler, he remarked, “Nobody remembers.”</td>
</tr>
<tr>
<td><strong>Nanjing, China – 1937</strong></td>
<td>The Rape of Nanjing (Nanking) refers to the unjustified and inhumane atrocities that Japanese soldiers committed during Japan’s invasion of China. These atrocities included looting, rape, and killing of Chinese civilians in Nanjing after the city had already surrendered to Japan on December 13, 1937. Remembered as the most brutal event of the Japanese invasion, some 300,000 civilians were reported murdered and 20,000 women raped and murdered in this urban area alone. Victims included children as young as seven and elderly women in their seventies. The crimes were sometimes committed in front of spouses or other family members. The controversy flared up anew in 1982 when the Japanese Ministry of Education censored any mention of the Nanjing Massacre in Japanese textbooks. Japan and China continue to dispute the way Japanese textbooks describe the invasion and massacre.</td>
</tr>
<tr>
<td><strong>Cambodia – 1975</strong></td>
<td>In 1975, during the Vietnam War, Cambodia was plunged into chaos when the Khmer Rouge, a Communist party led by Pol Pot, took over the country. The Khmer Rouge’s ultimate goal was to create a primitive society of peasants with an economy based on agriculture and barter. In the four years of its rule, the regime killed almost two million people, including government officials and influential persons who opposed the new rulers. In 1979, the Vietnamese army drove the Khmer Rouge out of Cambodia. But the expelled regime retreated to the countryside and resurfaced to fight a civil war that lasted until 1998. Hun Sen, the prime minister of Cambodia, said that “we should dig a hole and bury the past.” Today in Cambodia, the victims of the genocide still live side-by-side with the unpunished perpetrators. Pol Pot’s legacy still lives on. Some families visit his grave to pray for good fortune. Other families have struggled to recover from the sudden transition to farming that the Khmer Rouge forced upon them. The people of Cambodia and the world should not and cannot bury the past when it still affects the present. One genocide survivor protested the reluctance to acknowledge the brutality of the past and cries: “I beg you not to forget the atrocities and to remember vividly this history.”</td>
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<tr>
<td>Genocidal Incident</td>
<td>Task Items</td>
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<tr>
<td>Iraqi Kurds – 1983</td>
<td>The Kurds, who speak the Kurdish language and practice Sunni Islam, are the world’s largest group of people without a nation to call their own. They were promised Kurdistan by the Treaty of Sevrès in 1920, but their dream never came to fruition. Allies who backed the treaty pulled out after fears arose of destabilizing Iraq and Syria. Throughout the years, the Kurdish population was divided, parts of it living in Turkey, Iraq, Iran, and Syria. Saddam Hussein came to power in 1968 (he became president in 1979), promising the Kurds a lasting solution to their predicament. His promise was quickly broken when the Ba’ath party evicted Kurdish farmers from their lands in order to tap oil wells. In the summer of 1983, Iraqi troops broke into a Kurdish village of the Barzani tribe and swiftly took 8,000 men from their homes and put them into concentration camps designed for testing chemical agents. All 8,000 men are now presumed dead. This was only a precursor, however, to the atrocities that occurred during the Anfal campaigns in 1988. Between February 23 and September 6 of that year, 200,000 Iraqi troops detained thousands of Kurdish males between the ages of 15 and 70 for interrogation and ultimate execution. Women and children were later trucked off to resettlement camps where they, too, were brutally murdered. The estimated death toll of the holocaust was between 60,000 and 110,000. As one Iraqi soldier told a survivor of the attack on Qaranaw village, “Your men have gone to hell.”</td>
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<tr>
<td>Bosnia – 1992-1995</td>
<td>In 1990, Bosnia was made up of three major ethnic groups: it was 44 percent Bosnian, 33 percent Serbian, and 17 percent Croat. Bosnians have been Muslim from the time when Bosnia was part of the Ottoman empire. Bosnian Muslims, however, speak Serbo-Croatian, the same language that Serbs and Croats speak. Serbians are traditionally Orthodox Catholics, and Croats are traditionally Roman Catholic. When Yugoslavia was divided by the European Community into Croatia, Serbia, and Bosnia, Bosnia was partitioned and became independent. The Serbs responded violently. They created in Bosnia “ethnically pure” territories free of Muslims and Croats. Twenty thousand Muslim once lived in Banja Luka, the second largest city. By the end of the “ethnic cleansing,” only 4,000 were reported to have survived. Serb militiamen killed 7-8,000 Bosnian men in Srebrenica in July 1985. Finally, western nations charged the Serbs with genocide. Slobodan Milosevic, the president of Serbia, went on trial in The Hague, Netherlands, for crimes against humanity, but he died in 2006 before the trial ended. Bosnia is currently occupied by NATO forces of France, the United States, and Britain to prevent further atrocities.</td>
</tr>
<tr>
<td>Rwanda – 1994</td>
<td>The mass genocide that took place in Rwanda during the mid-1990s was partly a consequence of the ignorance and unjust segregating of a foreign power. Belgium, the colonial power in Rwanda from the late nineteenth century, encouraged ethnic division between the two groups known as the Hutu and the Tutsi. The Tutsi were a cattle-herding people who began arriving in central Africa from Ethiopia around 1600. They became the politically dominant class. The Hutu were predominantly farmers who lived in large family units. The Belgians believed the Tutsi to be superior and thus ratified their position as a Tutsi upper class, while the Hutu remained peasants. The demotion of the Hutu to a lower position planted the seed for what later became a violent overthrow of the Tutsi. The hate war exploded when, on April 6, 1994, the president, Juvenal Habyarimana, a Hutu, was shot down in his airplane. Rumors spread that Tutsis ordered the assassination. These rumors expanded into Hutu violence against Tutsi. The violence spilled into the streets as Hutu went on a three-month blitzkrieg of massacre. The Tutsi were horrified</td>
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</table>
### Genocidal Incident

<table>
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<th>Rwanda – 1994, continued</th>
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<tr>
<td>at the speed at which the incident escalated. By the end of just three months, over 800,000 Tutsi were reported dead. The United Nations deployed troops, but after ten casualties, they rapidly withdrew from the conflict, waiting until there was a clear victor in sight, which became the RPF (Rwandan Patriotic Front). The United States, Belgium, France, and the United Nations all had knowledge, prior to the genocide, of the events about to unfold; however, those nations took no action. Alison Des Forges, a scholar on Rwanda, has written: “The Americans were interested in saving money, the Belgians were interested in saving face, and the French were interested in saving their ally, the genocidal government.”</td>
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<th>Darfur – 2003</th>
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<tr>
<td>Though the conflict has no definitive beginning, the modern Darfur genocide erupted in early 2003. The conflict centers on the ethnic differences between Arabic-speaking Muslims and Muslim farmers and herders who speak other languages and live in Darfur, the region of southwestern Sudan. Recent estimates have reported that 338,000 civilians have died and 1.5 million people have been displaced into the neighboring countries such as Chad, Libya, Egypt, and Ethiopia. The local African tribes are suppressed by government-backed militia groups known generally as the Janjaweed, even though the government constituted these militias to protect the people of the region from the warring rebel groups. The two largest rebel groups against the government are the Sudan Liberation Army and the Justice and Equality Movement. The Janjaweed have turned against the people, perpetrating mass killings, rapes, and destruction of towns and villages. Though the UN and many nations have pressured the Sudanese government to stop the atrocities, war and mass flight continue as of late 2006.</td>
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<th>Myanmar (Burma) – 2015</th>
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<td>The ruling military regime in Burma is one of the world’s most oppressive and abusive. Currently, the Burmese government is involved in a military campaign against the largest indigenous ethnic group in Eastern Burma, the Karen. The Karen practice Christianity, whereas Burma is a mostly Buddhist nation. The militarized government has developed plans to eliminate those who do not fit in to what is thought of as being “Burmese.” Many Karen accuse the Burmese government of “ethnic cleansing” due to major counter-insurgency campaigns that have led to widespread mass atrocities against the Karen people. The Burmese army moves through the region and destroys Karen villages. The Burmese army specifically targets the Karen’s crops and resources in order to starve them out and kill them, without drawing the international community’s attention. Once it gains control of an area, the military uses forced labor to build bases from which the military attack and burn surrounding villages as well as mining the razed areas to discourage returns. Human Rights groups have reported that many Karen are routinely subjected to forced labor, human trafficking, and child labor. Aid agencies estimate that more than 200,000 Karen have been driven from their homes during the decades of conflict. Rape is commonly used as a weapon of war. Government troops are also known to use rape against ethnic minority women as part of a campaign of “Burmanization” through forced pregnancy. The government has designated much of East Burma as a “free fire” zone, meaning that they can act indiscriminately toward the citizens there. The country’s foreign relations, particularly with Western nations, are severely strained due to the ruling junta’s human rights abuses. The United States and European Union have placed bans on new investment by U.S and E.U. firms, an import ban, and an arms embargo on the country.</td>
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</table>
1911: Sun Yat-sen’s Nationalist Revolution, grounded in the Three Principles of the People, succeeds in overthrowing the Qing Dynasty. The first principle, “nationalism,” earlier had meant opposition to the Qing dynasty and to foreign imperialism; now Sun explained the phrase as denoting self-determination for the Chinese people as a whole and also for the minority groups within China. The second principle, the “democracy,” could be achieved, Sun explained, by allowing the Chinese people to control their own government through such devices as election, initiative, referendum, and recall. The last principle was “people’s livelihood,” or the well-being of all people.

1920s: Mao Zedong and his Communist Party gain support from Chinese peasants.

1934: The Long March forces Chinese Communists to the North.

1937: After the Japanese military captured Nanjing, the Japanese military committed bloody atrocities against the residents of Nanjing and prisoners of war, killing them in extremely cruel methods including mass execution, burning, burying alive, beheading, and biting by dogs. The Nanjing Massacre was the most horrible [event] in world [history]...

According to statistics, the estimate of the deaths caused by Japanese atrocities against unarmed Nanjing residents and Chinese soldiers amounted to more than 300,000 just during the six weeks of the occupation by the Japanese military. The Nanjing Massacre is one of the greatest acts of violence perpetrated by the Japanese aggressors on the Chinese people. Japan would continue to launch acts of violence against the Chinese people as Axis powers in WWII, until their defeat in 1945.
The renewed civil war lasted from 1946 to 1949. At first, the nationalists had the advantage, lasting from their success over the communists prior to WWII. A glaring example of the Nationalists’ dominance was the Long March, in which Communists, led by Mao Zedong fled to Northern China to escape Nationalist troops, trekking over 4000 miles across mountains and rivers from 1934-1935. Even after WWII, the nationalist army outnumbered the Communists’ army by as much as three to one. The United States continued to support by providing nearly $2 billion in aid to the Nationalist forces. However, the Nationalist Forces failed to win popular support of the people. With China’s economy collapsing, thousands of Nationalist soldiers deserted to the Communists, who had been reinvigorated by support from the USSR. In the spring of 1949, China’s major cities fell to the well trained Red Forces. Mao’s troops were also enthusiastic about his promise to return land to the peasants. The remnants of Jiang’s shattered army fled south. In October 1949, Mao Zedong gained control of the country. He proclaimed it the People’s Republic of China. Jiang and other Nationalist leaders retreated to the island of Taiwan.

Mao Zedong’s victory fueled U.S. anti-communist feelings. Those feelings only grew after the Chinese and Soviets signed a treaty of friendship in 1950. Many people in the United States viewed the takeover of China as another step in a Communist campaign to conquer the world.

By this point, China had split into two nations. One was on the Island of Taiwan, or Nationalist China, with an area of 13,000 square miles. The mainland, or Peoples Republic of China, had an area over 3.5 million square miles. The existence of two Chinas, and conflicting international loyalties they inspired, intensified the Cold War.

After Jiang Jieshi fled to Taiwan, the United States helped him set up a Nationalist government. It was called the Republic of China. The Soviets gave financial, military and technological aid to Communist China. The Soviet Union and China additionally pledged to aid each other if either were attacked. The United States tried to contain the further spread of Communism in Asia, which they did in both Korea and Vietnam.

How was Mao able to gain support from Chinese peasants and how did this affect the Nationalists?

How has the Chinese Civil war intensified by the Cold War?

1949: Chairman Mao established the People's Republic of China

1953: Chairman Mao launches his Five-Year Plan

1958: Chairman Mao launches The Great Leap Forward due to the immediate success of the first Five-Year Plan
**CHINESE COMMUNIST PARTY**

**STEP ONE** Use the documents below to explore the relationship between Chinese peasants and the Chinese Communist Party from 1925-1950, by **evaluating and explaining** the impacts discussed in each document. After determining whether the evidence in each document supports a beneficial or harmful relationship, you will tally the success or failure side of the board. There may be more than one impact per document. The group with the most tallies when time runs out wins.

Source 1: **Mao Zedong, rising leader of the Chinese Communist Party, written report on the peasant movement in central China, 1927.**

The present upsurge of the peasant movement is a colossal event. In a very short time, in China’s central, southern, and northern provinces, several hundred million peasants will rise like a mighty storm, like a hurricane, a force so swift and violent that no power, however great, will be able to hold it back. They will smash all the chains that bind them and rush forward along the road to liberation. They will sweep all the imperialists, warlords, corrupt officials, local tyrants, and evil landowners into their graves.

<table>
<thead>
<tr>
<th>Impact of the CCP on peasants</th>
<th>Beneficial or Harmful?</th>
<th>Supporting Evidence</th>
<th>Explain: WHY is it beneficial/harmful?</th>
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Source 2: **Conversation between a teenaged peasant and his grandfather, from an area controlled by Chinese Communists, recounted by Edgar Snow, United States journalist, 1936.**

Grandfather, you call villagers joining the Poor People’s league, voting for Communists, having their sons join Communist armies or daughters enroll in schools crimes? These are patriotic acts! Did we have a free school before? Did we ever get news of the world before the Communists brought us radios? Who told us what the world was like? You say the cooperative has no cloth, but did we even have a cooperative before? How about your farm? Wasn’t there a big mortgage on it to landlord Wang? My sister starved to death three years ago, but haven’t we had plenty to eat since the Communists came? You say it’s bitter, but it isn’t bitter for us Young Communist Vanguards when we learn to use a rifle to fight traitors & Japan!

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The Chinese Communist Red Army champions army-civilian integration and is continuously organizing local guerrilla units. As a consequence, it is extraordinarily difficult to separate the Communist bandits from the peasants in our efforts to destroy the Communists.

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In Japanese attacks on our villages, they killed 97 civilians, wounded 382, kidnapped 3, and raped 216 women. Japanese soldiers stole farm animals (734 oxen, 694 mules, 6 donkeys, 45 horses, 734 hogs, 6 goats, 106 ducks, 13,817 chickens); thousands of chairs and tables, kitchen pots and rice bowls, and stone grinders; thousands of peasants’ quilts and piles of clothing; over 6,000 bushels of grain; tons of straw; and 430,000 yuan.*

* yuan: Chinese currency

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</table>
Source 5: Central Committee of the Chinese Communist Party, instructions to local party officials, 1942.
Recognize that peasants constitute the basic strength of the Anti-Japanese War. Accordingly it is the policy of the party to assist the peasant, reduce feudal exploitation by the landlords, support civil liberties, political rights, and economic rights of the peasants in order to improve their living conditions and enhance their enthusiasm for the Anti-Japanese War.

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The arming of the people for resistance against Japan had placed the peasants in a position to challenge the landlords and money lenders in the countryside, and not even the tremendous prestige of the Chinese Communist Party or the critical situation of the country and the world could prevent this challenge from breaking out in one form or another. This increasingly explosive force transferred land from the landowners to the peasants. Now peasants demanded not only the correction of abuses but also repayment of overcharges and restoration of lands and property seized in default of debts. When grievances were totaled up, the charges almost always amounted to more than most landowning families could pay, and everything they owned was transferred from the landlords to the peasants for distribution.

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</table>
The feudal marriage system based on arbitrary and compulsory arrangements and the supremacy of man over woman, and in disregard of the interest of the children, is abolished.
The new democratic marriage system, which is based on the free choice of partners, on monogamy, on equal rights for both sexes, and on the protection of the lawful interests of women and children, is put into effect.

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Article 1. The landownership system of feudal exploitation by the landlord class shall be abolished and the system of peasant landownership shall be introduced in order to set free the rural productive forces, develop agricultural production, and thus pave the way for new China’s industrialization.
Article 2. The land, draft animals, farm implements, and surplus grain of the landlords and their surplus houses in the countryside shall be confiscated.

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STEP TWO | After time has been called, please proceed to the corner of the room designated for your assigned role. There, you will discuss whether the Mongols were heroes or villains from your assigned perspective to complete the statement below, which will be shared with the rest of the class:

As _____________________________, we believe that the Chinese Communist Party _________________________ Chinese peasants, because...

1. 

2.
### STEP THREE | Record the assessments shared by your classmates in the chart below:

<table>
<thead>
<tr>
<th></th>
<th>Peasant Farmer</th>
<th>Chinese Nationalist</th>
<th>Chinese Communist</th>
<th>Landlord</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beneficial</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Harmful</strong></td>
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</tbody>
</table>

### STEP FOUR | Record the acts of the Chinese Communist Party below during class discussion:

<table>
<thead>
<tr>
<th>Beneficial Acts</th>
<th>Harmful Acts</th>
</tr>
</thead>
</table>

### STEP FIVE | Now is the time for you to evaluate the relationship between the Chinese Communist Party and Chinese peasants! Complete the statement below from your own perspective:

I believe that the Chinese Communist Party __________________________ Chinese peasants, because...

1. 

2. 
MAO'S CULTURAL REVOLUTION

In an effort to return China to its communist roots, Chairman Mao Tse-Tung turned to the youth of the country to help start the "Cultural Revolution." Mao called on young people to take down leading intellectuals, party leaders, and their own parents. These teenagers came together to form the Red Guards.

October 1949: Mao declared victory in the Communist revolution and established the People's Republic of China.

May 1966: Articles in the state controlled papers introduced the idea of a "Cultural Revolution."

Red Guard groups, made up of Chinese youth, emerged throughout China.


Oct. 1966: Mao called for the Red Guards to destroy the "Four Olds": old customs, old culture, old habits, and old ideas.

Jan. 1967: Red Guards achieved the overthrow of provincial party committee officials and replaced them with radicals.

Feb. 1967: Top-level Communist Party officials called for an end of the Cultural Revolution, but Mao continued to support it.

Summer 1967: Mao replaced pre-Cultural Revolution party officials with radicals who supported the revolution.

1966: On Mao's orders, the Red Guards were broken up in the "rustification movement," where individual teenagers were "sent down" to villages throughout China to "learn from the peasants."

April 1969: Mao declared "victory" of the Cultural Revolution and supported Lin Biao as his new successor.

Use the documents provided to discern why Chinese youth were swept into the Cultural Revolution.
FOUR MODERNIZATIONS

1978: Deng Xiaoping rises to power, ridiculing the Cultural Revolution.

1970s and 1980s: The Four Modernizations

- Agriculture
- Industry
- Science and Technology
- Defense

1989: Tiananmen Square Massacre

1997: Deng Xiaoping dies as Hong Kong is returned to China.

Neo-colonialism in the present:
**INDIAN INDEPENDENCE**

**CONTEXT**

**AMRITSAR MASSACRE**

<table>
<thead>
<tr>
<th>Britain’s Action</th>
<th>Gandhi’s Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed laws which virtually eliminated Indian textile industries. Forced the closing of factories and selling of raw materials (cotton) to British merchants. Cotton was then changed into garments and resold to the Indians at a higher price. Textiles are an example of what the British did to most Indian industries.</td>
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<tr>
<td>British created laws that supported the Caste system because the people of India had always supported it.</td>
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<tr>
<td>British taxed everything the Indians used. However, a tax on salt, a product produced in India that was necessary for survival, angered many Indians. Also, only the British government could sell salt.</td>
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</table>

Why would the British listen to the Indian people without fear of revolt? In other words, how was Gandhi able to influence the British government without the use of violence?
MORE ABOUT GANDHI |

I. Early life 
   a. Born in India Mohandas K. Gandhi (1869) 
   b. Married at age 13 
   c. Sent to England for college where he studied law 

II. South Africa 
   a. Many Indians were used as labor and mid-level management in South Africa 
   b. Gandhi went there to practice law 
   c. Fought for rights of Indians in courts 
   d. At Pietermaritzberg station, in Africa, Gandhi was ordered to go into the van compartment of the train although he held a first-class ticket. On his refusal, a constable was brought and he was forcibly ejected, his luggage thrown out after him. 
   e. Gandhi began to develop his thoughts about resisting the British by breaking the law he believed was unjust and willingly accepting the punishment 
   f. Returned to India to fight against the British for swaraj (self-rule) in 1915 

III. Gandhi’s Philosophy 
   a. There were many more Indians than there were British 
   b. Colonial exploitation of Indian goods and services led to dependence on the British and a disruption of traditional Indian life 
   c. Civil Disobedience → the active, professed refusal to obey certain laws, demands, and commands of a government, or of an occupying international power. 
   d. Passive Resistance/Nonviolent resistance → the practice of achieving goals through symbolic protests, civil disobedience, economic or political noncooperation, and other methods, without using violence 
   f. By changing the hearts of the British through these methods, the British would eventually see their error, change their ways, and leave India 

GANDHI: A TIMELINE | 
1869 - 2 October. Gandhi born at Porbandar. 
1887 - Leaves India for England. Commences legal studies 
1893 - Arrives in South Africa. 
1899 - Boer War. Forms volunteer ambulance brigade for British Army. 
1908 - Gaoled for first time for promoting rights of Indians in South Africa. 
1915 - Returns to India. 
1919 - Amritsar massacre. 
1921 - Arrested and tried. Sentenced to six years imprisonment for sedition. 
1924 - Fasts for three weeks for Hindu-Muslim unity following riots in North West Frontier Province. 
1928 - Boycotts Dimon Commission investigating government of India. 
1930 - Salt March to Dandi. Inaugurates mass civil disobedience campaign. Suppressed by Government police and troops. 
1931 - Negotiations with Viceroy, Lord Irwin, end civil disobedience. Comes to London for Second Round Table Conference on Indian Constitutional reform. 
1932 - Fasts on behalf of the Untouchables. 
1934 - Withdraws from Indian National Congress to concentrate on rural reform. 
1942 - Leads “Quit India” movement against the British. Imprisoned for last time. 
1947 - Ends communal rioting in Calcutta during transition to Independence. 
1948 - Last fast in Delhi. Assassinated by Hindu extremist.
THE PARTITION OF INDIA

By the end of World War I in 1919, Indian leaders began fighting for independence from Great Britain. At this time, two major ethnic populations existed in India: Hindus, who were the great majority, and Muslims, who were a minority. Many Hindus hoped that India would remain united once the British left. But some Muslims, especially leader Muhammad Ali Jinnah, worried about being a minority. When the British finally left India in 1947, they divided the Indian subcontinent, creating an independent India and a new state called Pakistan for Muslims. They called this division the Partition Plan.

1930s: The idea for a separate homeland for Muslims is introduced.

1935: Great Britain reforms policies to grant greater independence to Indians. Muslims worry they will be a permanent minority in a fully independent India.

1940: Muslim leader Jinnah calls for the establishment of Pakistan as a separate state for India’s Muslims.

1944: Hindu leaders fail to convince Jinnah to keep India unified.

Aug. 1946: Hindus and Muslims clash in Calcutta over formation of interim government. Approximately 5,000 die.

March 1947: The British Government sends Louis Mountbatten to India to determine a plan for transferring power to Indians before June 1948.

June 3, 1947: Mountbatten announces the Partition Plan and speeds up the transfer of power by ten months.


Aug. 16-17, 1947: Decision for partition boundaries is released and published.

Migration and violence due to partition continues until the end of 1947. Approximately 15 million people migrated, and between 300,000 and one million refugees lost their lives during partition.
THE PARTITION OF INDIA

Using the materials in the folder on your desk, complete the outline below detailing each party's position on proposed plans for an independent India. Each member will choose a different party to represent in negotiations.

<table>
<thead>
<tr>
<th>Primary Concerns</th>
<th>Position on Plan A</th>
<th>Position on Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet Mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congress Party</td>
<td></td>
<td></td>
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<tr>
<td>Muslim League</td>
<td></td>
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<tr>
<td>Unionist Party</td>
<td></td>
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<tr>
<td>Sikhs - Punjab</td>
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</tbody>
</table>

Did you group decide on plan A or plan B? Why?

What could be the ramifications of this decision?
### INTERPRETING THE OUTCOME

<table>
<thead>
<tr>
<th>Indian View</th>
<th>British View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jinnah</td>
<td>Mountbatten</td>
</tr>
<tr>
<td>President Nehru</td>
<td>Wolpert</td>
</tr>
</tbody>
</table>

### Fundamental Differences

### ENDURING CONFLICTS

<table>
<thead>
<tr>
<th>Challenges Following Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
</tr>
</tbody>
</table>

### Immediate Results of Partition

### Current Challenges

| India | Pakistan |
THE GLOBAL ECONOMIC FUTURE | Choose a profile and answer the questions below from that perspective.

1. How have the growth in international trade and globalization of the economy affected your life and plans?

2. Have the global economic changes of recent decades been positive or negative? Explain.

3. What does the future of the economy hold for you?

4. What would you want world leaders to know about your economic concerns?

5. When instructed, organize yourselves on a spectrum of contentedness with the globalized economy, with the most content in the front of the room and the least content in the back.
GREEN REVOLUTION

**TASK** | Using documents 1-7 and your knowledge of history, address the following prompt:

Evaluate the extent to which the Green Revolution resolved issues relating to food and agriculture in the period from 1945 to 1990.

**Notes around the Documents (14pts, 2 pts per document):**
Complete BRIEF left- and right- side notes around each document. Include bottom-side notes only where evidence beyond the documents is clear and appropriate. You should spend no more than 20 minutes reading and annotating the documents.

**Left Side Notes:**
Indicate how this document addresses the prompt to help GROUP the documents

**Right Side Notes:**
Significance of the source’s SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, and Tone)

**Bottom Side Notes:**
Relevant outside information

**Grouping the Documents (6 points, 3 points per group):**
Once you are finished reading all documents, please create two groups using the chart below:

<table>
<thead>
<tr>
<th>Describe the Impact/Change</th>
<th>Documents</th>
<th>Evidence from Documents</th>
<th>Evidence from Outside Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Document 1**

Source: Food and Agriculture Organization of the United Nations (FAO), 2005.

WHEAT YIELDS, 1950–2004

![Wheat Yields Graph](image)

**Document 2**

Source: Food and Agriculture Organization of the United Nations (FAO), 2005.

WORLD POPULATION AND FOOD SUPPLY

![Population vs. Food Supply Graph](image)
**Document 3**

Source: Harry Truman, United States president, inaugural address, Washington, DC, 1949.

More than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and to more prosperous areas.

I believe that we should make available to peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life. Our aim should be to help the free peoples of the world, through their own efforts, to produce more food. The old imperialism—exploitation for foreign profit—has no place in our plans.

**Document 4**

Source: Dr. Norman Borlaug, United States agricultural scientist involved in Green Revolution research, Nobel Peace Prize winner, Nobel Lecture, 1970.

In the developing countries, ... the land is tired, worn out, depleted of plant nutrients, and often eroded; crop yields have been low, near starvation level, and stagnant for centuries. Hunger prevails, and survival depends largely upon the annual success or failure of the cereal crops.

... 

For the underprivileged billions in the forgotten world, hunger has been a constant companion, and starvation has all too often lurked in the nearby shadows. To millions of these unfortunates, who have long lived in despair, the Green Revolution seems like a miracle that has generated new hope for the future.

... 

The Green Revolution has won a temporary success in man’s war against hunger and deprivation; it has given man a breathing space. If fully implemented, the revolution can provide sufficient food for sustenance during the next three decades. But the frightening power of human reproduction must also be curbed; otherwise the success of the Green Revolution will be ephemeral only.

**Document 5**

Source: Chidambaram Subramaniam, India’s minister for food and agriculture (1964–1967), in his 1970 interview.

Farmers in the Punjab [a state in northwest India] were the pioneers of Green Revolution technology. If not for them, I am convinced we would not have made a success of it. They had developed into a very hardy lot of enterprising people. And therefore when this new technology was offered to them, they took to it like fish to water. Everybody competed with one another to demonstrate that he was best able to utilize the new technology.
Document 6


If you fly from Tucson, Arizona, to Hermosillo, Mexico, what you are going to see is a type of agriculture that makes you rich, so rich. You will see houses like you’ve never seen in Mexico City, swimming pools and everything. They have such a lot of money. The ladies of these rich Mexican farmers like to save, so they form a club, and once a month they go to Tucson [to shop]. Some saving!

Document 7


How the Green Revolution affects rural people depends on whether they are wage earners, cultivators or consumers, whether they come from landed or landless, rich or poor, male- or female-headed households.

Studies on the impact of the Green Revolution have shown that technological change can generate major social benefits but at the same time generate significant costs for particular categories of rural women that are different in kind and in intensity from those experienced by men.

It has:
• increased the need for cash incomes in rural households to cover the costs of seeds, fertilizers, and pesticides, forcing women to work as agricultural laborers;
• increased the need for unpaid female labor for farming tasks thereby augmenting women’s already high labor burden;
• limited women’s wage-earning opportunities through mechanization.

REFLECT | What is or should be the developed world’s obligation to the developing world?
REVOLUTIONS GALORE!

From 1900-present, due in part to global conflicts of unprecedented scale, the world experienced revolutions in science, communication, industry, and political ideology that led to globalization and new conceptualizations of economy, society, and culture within and across cultures. With consideration of this unit’s key concepts, complete the table below during your gallery walk.

- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society, & Culture

### REVOLUTIONS IN SCIENCE AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Write</th>
<th>Draw</th>
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### REVOLUTIONS IN COMMUNICATION

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<th>Write</th>
<th>Draw</th>
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<td></td>
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<tr>
<td>THE THIRD INDUSTRIAL REVOLUTION</td>
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<td>--------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Write</td>
<td>Draw</td>
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<table>
<thead>
<tr>
<th>POLITICAL REVOLUTIONS</th>
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<tbody>
<tr>
<td>Write</td>
<td>Draw</td>
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</table>
## State-Controlled Economies in the 20th Century

<table>
<thead>
<tr>
<th>State’s Role in the Economy</th>
<th>Ideological Bases</th>
<th>Public Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>4 Modernizations</td>
<td></td>
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<tr>
<td></td>
<td>5-year Plan</td>
<td></td>
</tr>
<tr>
<td>Soviet Union</td>
<td>Five-Year Plan</td>
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<td></td>
<td>NEP</td>
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<tr>
<td>Axis Powers</td>
<td>Japan</td>
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<td></td>
<td>Germany</td>
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<tr>
<td>Allied Powers</td>
<td>United States</td>
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</tbody>
</table>
PROTESTS IN EVERY CORNER OF THE GLOBE

by Robin Wright in The New Yorker (December 30, 2019)

When historians look back at 2019, the story of the year will not be the turmoil surrounding Donald Trump. It will instead be the tsunami of protests that swept across six continents and engulfed both liberal democracies and ruthless autocracies [governments led by a single person with absolute power]. Throughout the year, movements have emerged overnight, out of nowhere, unleashing public fury on a global scale—from Paris and La Paz to Prague and Port-au-Prince, Beirut to Bogota and Berlin, Catalonia to Cairo, and in Hong Kong, Harare, Santiago, Sydney, Seoul, Quito, Jakarta, Tehran, Algiers, Baghdad, Budapest, London, New Delhi, Manila, and even Moscow. Taken together, the protests reflect unprecedented political mobilization. The global consequences dwarf the turmoil of the Trump year and his rippling impact beyond America’s borders.

"People in more countries are using people power than any time in recorded history. Nonviolent mass movements are the primary challenges to governments today," Erica Chenoweth, a political scientist at Harvard, told me. "This represents a pronounced shift in the global landscape of dissent."...

Pablo Gerbaudo, a political sociologist at King’s College London and the author of “The Mask and the Flag: Populism, Citizenism and Global Protest," said the demonstrations may signal an even greater crisis in the future. “These protests are popular insurgencies [rebellions against authority]. They reflect the failure of nation-states in the global era. They’re not a passing crisis that can be remedied through the regular levers of the state [governmental processes]," he said. “These movements may be the early symptoms of a new global crisis. They are like seismographs. They are like dials that announce things that are coming on the horizon.”...

Protest movements will almost certainly be a feature of 2020 as well. “Protests are becoming part of ordinary political engagement,” Richard Youngs, a democracy expert at the Carnegie Endowment for International Peace and the author of “Civic Activism Unleashed: New Hope or False Dawn for Democracy?,” told me. “The range of protests is quite staggering if you think about what’s happening across Latin America, in several African countries, in Eastern Europe, in both poor and wealthy Asian nations and even in the most difficult of circumstances in Russia. It’s remarkable. There’s not a political model that seems to be doing well or that is inoculated [protected] from the kind of uprisings the world is witnessing.”

The growing array of protests has coincided with a notable decline in voter turnout around the world, despite an increase in the number of voters and the number of countries with elections, according to the International Institute for Democracy and Electoral Assistance. For five decades, between the nineteen-forties and nineteen-eighties, the average global turnout was stable: at least seventy-six per cent. By 2015, it had dropped to sixty-six per cent. The data suggests less confidence that elections make much difference, and that citizens are instead voting with their feet, on the streets....

1. According to the author, what is the significance of the recent wave of popular protests?

2. What role do you think protests play in a democracy?
TERRORISTS OR FREEDOM FIGHTERS?

The definition of “terrorism” is open to debate. The U.S. State Department defines terrorism as politically motivated violence directed at civilians and perpetrated by nonstate groups. Some argue that this definition should be broadened to include state actions. They assert that states can sponsor terrorism and perform terrorist acts. For example, they may use force to instill fear in their citizens. Others argue that violence directed against political targets, such as assassinations or attacks on government buildings, are also terrorism.

One question is central to debates about the definition of terrorism—can the use of force ever be considered legitimate (legal) or justified? States have traditionally claimed a monopoly on the legal right to use force or violence. For example, according to international law, states may use force in self-defense against armed attacks. Others oppose the use of violence in all cases. For example, Mohandas Gandhi led a movement of national liberation in India organized around the practice of nonviolent resistance.

After World War II, the use of violence in struggles for self-determination and national liberation fueled a new aspect of debates about the use of force—the differences between freedom fighters and terrorists. Newly independent nations argued that the use of force to oppose colonial powers or Western domination was legitimate and that the individuals involved were freedom fighters. Yet their opponents labeled them as terrorists.

“All liberation movements are described as terrorists by those who have reduced them to slavery. …[The term] terrorist [can] hardly be held to persons who were denied the most elementary human rights, dignity, freedom and independence, and whose countries objected to foreign occupation.”

— Moulaye el-Hassan, 1986, UN Ambassador from Mauritania

Critics countered that this argument was misleading, because it failed to consider the issue in its entirety. They argued that the ends could not be used to justify the means.

In the late 1970s, the UN extended the protections of the Geneva Conventions to groups fighting against colonial domination, occupation, or racist regimes, as well as to those exercising their right to self-determination. This change seemed to extend legitimacy to groups other than states to use force.

Even though international law deems force legitimate, long-held international standards that limit how much force can be used also exist. For example, a legal principle known as “proportionality” holds that it is wrong to use more force than is necessary to achieve success.

The events of September 11 and the U.S. response to terrorism have led many to consider important questions concerning the use of force. When is force justified? What is a terrorist? How does a terrorist differ from a freedom fighter? Who decides?

With your group members, come up with a definition of terrorism. Then, specify the key variable that distinguishes terrorists from freedom fighters.

Terrorism Definition:  

Key variable:
Instructions: Read your assigned case study with your group and answer the questions that follow. When you finish, plot each study on the matrix below. Specify the key variable your group is using to distinguish freedom fighters from terrorists on either end of the x-axis.

<table>
<thead>
<tr>
<th>High Representation/Popular Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrorist</td>
</tr>
<tr>
<td>Low Representation/Popular Support</td>
</tr>
<tr>
<td>Freedom Fighter</td>
</tr>
</tbody>
</table>

Northern Ireland
Northern Ireland has been the scene of political violence for many years. Today, the region is a province of the United Kingdom, while the rest of the island of Ireland is a republic that gained its independence from Britain in 1921.

Several unofficial military organizations, including the Irish Republican Army (IRA), have fought for British withdrawal from Northern Ireland, often using violence. These groups believe that the island should be united as one country and view Britain as a colonial presence. British security forces and Irish Loyalist “paramilitaries” intent on remaining under British rule have fought back. Between 1969 and 2002, 3,341 people were killed and more than 47,000 injured. Many of the victims were innocent civilians. In January 1972, in an incident known as Bloody Sunday, British paratroopers fired on unarmed protesters, killing fourteen and injuring thirteen. This event only managed to intensify the struggle.

But, in April 1998, a peace accord known as the Good Friday Agreement led many to hope for a peaceful resolution of the political differences. Despite this settlement, violence continued to plague the region. In August 1998, an IRA splinter group bombed a shopping center in the town of Omagh, killing twenty-nine and wounding hundreds. In 2006, an independent government commission announced that the IRA had committed itself to following a political path and had instructed its members not to use force.

3. Are the members of the IRA described above terrorists or freedom fighters? Why?

4. Was the way that force was used acceptable? Why or why not?

5. What is your view of the response of the state to the IRA’s use of force?
The Earth Liberation Front
In the early 1990s, a group of radical environmentalists in England formed the Earth Liberation Front (ELF) to combat environmental destruction. Now active in North America as well, the loosely connected group seeks to protect habitats for endangered animals, eliminate animal testing for the medical and beauty industry, and reduce oil dependency.

Like mainstream environmental organizations, the ELF works to end the exploitation of the natural environment and halt construction of new housing developments. Feeling that other environmental groups have had little effect, the ELF uses militant tactics to communicate its message. In August 2003, the group claimed responsibility for setting fire to twenty Hummer SUVs at a California dealership. The group has also claimed responsibility for releasing hundreds of animals from captivity, burning down resort buildings and ski lifts in Vail, Colorado, and sabotaging a genetic engineering lab at the University of Minnesota. Although the group has been careful never to harm humans in its attacks, it has caused more than $200 million in damage since 1997. The FBI continues to investigate the incidents.

1. Are the members of the ELF described above terrorists or freedom fighters? Why?

2. Was the way that force was used acceptable? Why or why not?

3. What is your view of the response of the state to the ELF’s use of force?

Chechnya
In 1994, Chechen armed separatists launched a military-style campaign designed to drive Russia out of Chechnya, a southwestern region of the Russian Federation. The Chechens claimed to be fighting for freedom from an oppressive regime that prevented them from practicing their religion—Islam—and that offered no hope for the future. In response, the Russian military used its weapons against civilians, killing more than ten thousand and displacing half a million people.

A peace treaty was reached in 1997, but fighting resumed between Russian troops and Chechens in the Fall of 1999. President Vladimir Putin defended Russian military action in Chechnya, claiming that foreign Muslim terrorists were fighting alongside the Chechens and using Chechnya as a springboard for international terrorism against Russia.

Furthermore, the Russian government blamed the Chechen rebels for a series of September 1999 bombings of Moscow apartment buildings that killed several hundred. These incidents provoked a strong Russian military response, including airstrikes against several Chechen towns and Grozny, the capital city. In October 2002, Chechen separatists took eight hundred theater-goers hostage in Moscow. In the government’s rescue attempt, 129 hostages and all the hostage-takers were killed. The separatists also took hostages in a school in Beslan, Russia in September 2004 where close to 350 people were killed.

1. Are the Chechen separatists described above terrorists or freedom fighters? Why?

2. Was the way that force was used acceptable? Why or why not?

3. What is your view of the response of Russia to the Chechens’ use of force?
Chiapas
In the rural, southern state of Chiapas, Mexico, the Zapatista Army of National Liberation began an armed rebellion against the Mexican government on January 1, 1994. They rebelled on the same day that the North American Free Trade Agreement (NAFTA), an agreement that increased trade among Canada, the United States, and Mexico, went into effect.

The Zapatistas fought against poverty and injustice—both of which they argued would increase because of NAFTA—and for the rights of Mexico’s indigenous peoples. Although most Zapatistas carried weapons dating back to World War II, they occupied several key towns in Mexico’s countryside and attacked a regional military base. More than one hundred people were killed in the uprising, including government soldiers, peasants, and government employees. The Zapatistas also blew up telephone and electrical towers and detonated car bombs in Mexico City that injured several people. The Mexican military responded with force. International human rights groups accused the military of torturing civilians to get information about the rebels.

Since 1995, the Zapatistas have been committed to negotiating with the Mexican government. Nonetheless, talks between the government and the Zapatistas have often stalled. The conflict has pitted village against village, often spilling over into bloodshed. In 1997, for example, pro-government groups massacred forty-five villagers for their support of the Zapatistas. The Zapatistas rely on the internet and cell phones to maintain a sophisticated communications network.

1. Are the Zapatistas described above terrorists or freedom fighters? Why?

2. Was the way that force was used acceptable? Why or why not?

3. What is your view of the response of the Mexican government to the Zapatistas’ use of force?

South Africa
In 1948, the South African government codified into law its system of racial segregation known as apartheid. The African National Congress, a political movement started in the early 20th century, launched a national campaign of nonviolent resistance against apartheid. But, after years of political struggle, the ANC had made little progress against the increasingly oppressive apartheid regime.

In the early 1960s, the ANC decided to use violence to fight the white government, which denied black South Africans their most basic human rights, including access to education, the right to vote, and the right to live and travel where they wanted. Following the 1960 massacre of sixty-nine black Africans by South African forces at a peaceful demonstration in the township of Sharpeville, the ANC embarked on a campaign of sabotage against the country’s infrastructure and armed resistance against the South African government. Racially motivated violence plagued the country as the South African government cracked down on black South Africans. In 1976, government forces killed more than six hundred people in an uprising at the Soweto township. While the ANC mainly targeted political, economic, and military targets, the group also harmed civilians. For example, a car bomb detonated by the ANC in 1983 killed nineteen and wounded more than two hundred, many of them civilians.

1. Are members of the ANC described above terrorists or freedom fighters? Why?

2. Was the way that force was used acceptable? Why or why not?

3. What is your view of the response of the state to the ANC’s use of force?
AP WORLD KEY CONCEPT CAPSULE REVIEW PROJECT

**TASK** | To assist with our final review, each student in the class will create a set of artifacts to illustrate the significance of each key concept to our study of world history.

**REQUIREMENTS** | Each capsule will contain three **STUDENT-GENERATED** artifacts to substantiate an assigned key concept. Each artifact will be accompanied by three **short** paragraphs:

- **The first paragraph** will provide detailed historical context for the event, process, development, or figure that the artifact represents and explain its connection to the key concept.

- **The second paragraph** will use a historical reasoning skill to frame or structure an argument regarding the artifact’s importance to world history. The prompts below do not need to be followed precisely; they simply provide an example of an argument that can be made using each historical thinking skill. Each skill must be used once in the concept capsule.
  - One artifact can be compared to another that supports the key concept (comparison)
  - One artifact can be explained as a cause or effect of the key concept (causation)
  - One artifact can be explained as an agent of change or continuity pertaining to the key concept (change and continuity over time)

- **The third paragraph** will either:
  - Explain relevant and insightful connections to your artifact within and across periods and/or geographical regions
  - Confirm the validity of an argument by corroborating multiple perspectives across themes (at least two SPICE themes must be applied)

**PRESENTATION** | Time capsules are due on Google Classroom on **Monday, May 4th**. The capsules will be displayed gallery-style in the Fagles Room on **Tuesday, May 5th**. There will be no oral presentations, so all information and analysis you would like to convey should be visible to students as they walk around the gallery to take notes. Because the capsules must be approved for class on **Tuesday, May 5th**, late work cannot be accepted.
# PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Found in</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REPRESENTATION OF KEY CONCEPT</strong></td>
<td>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>Paragraph #1 for each Artifact</td>
<td></td>
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<tr>
<td><strong>CONTEXTUALIZATION</strong></td>
<td>Describes a broader historical context relevant to the prompt.</td>
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<tr>
<td><strong>EVIDENCE</strong></td>
<td>Supports an argument using specific and relevant examples of evidence.</td>
<td>Paragraph #2 for each Artifact</td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS AND REASONING</strong></td>
<td>Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the artifact’s relevance to the concept.</td>
<td>Paragraph #3 for each Artifact</td>
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<tr>
<td></td>
<td>Demonstrates a complex understanding of the historical development that is the focus of the concept, using evidence to corroborate, qualify, or modify an argument that addresses the concept.</td>
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<tr>
<td><strong>EFFORT</strong></td>
<td>Produces a creative, neat, comprehensive, and quality finished product</td>
<td>Entire Project</td>
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<td></td>
<td>Effectively uses class time while taking notes on others’ time capsules (always on task, never distracting others, etc.)</td>
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</table>

Total Score: ____/75