

South Sudan

# Secondary History 4

Student's Book

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The book comprehensively covers the Secondary 4 syllabus as developed by Ministry of General Education and Instruction.

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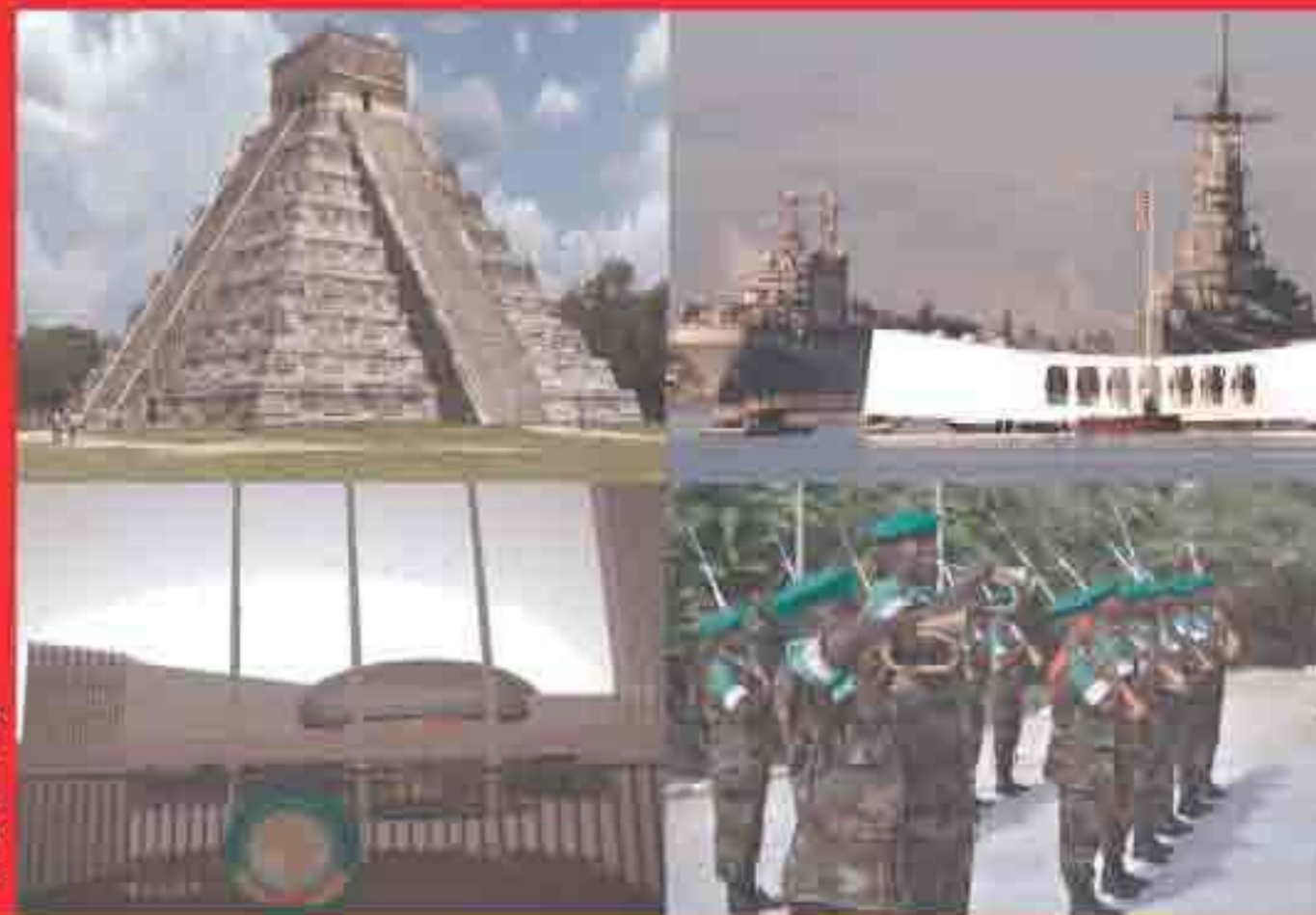
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# History

## Student's Book

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## FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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## The rise of the United States of America (USA)

### Activity 1: Recent history of USA from the Civil War to its present political and economic superiority

Read the following sources on how the country was divided because of slavery.

#### Source 1



A cartoon strip published in 2011

Study the cartoon above. Who is against slavery? Who is supporting slavery? Why do you think they had different opinions about slave trade?

#### Source 2

Made so plain by our good Father in Heaven, that all feel and understand it, even down to brutes and creeping insects. The ant, who has toiled and dragged a crumb to his nest, will furiously defend the fruit of his labour against whatever robber assails him. So plain, that the most dumb and stupid slave that ever toiled for a master, does constantly know that he is wronged. So plain that no one, high or low, ever does mistake it, except in a plainly selfish way; for although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it, by being a slave himself.

Abraham Lincoln's speech on slavery 1858

#### Source 3

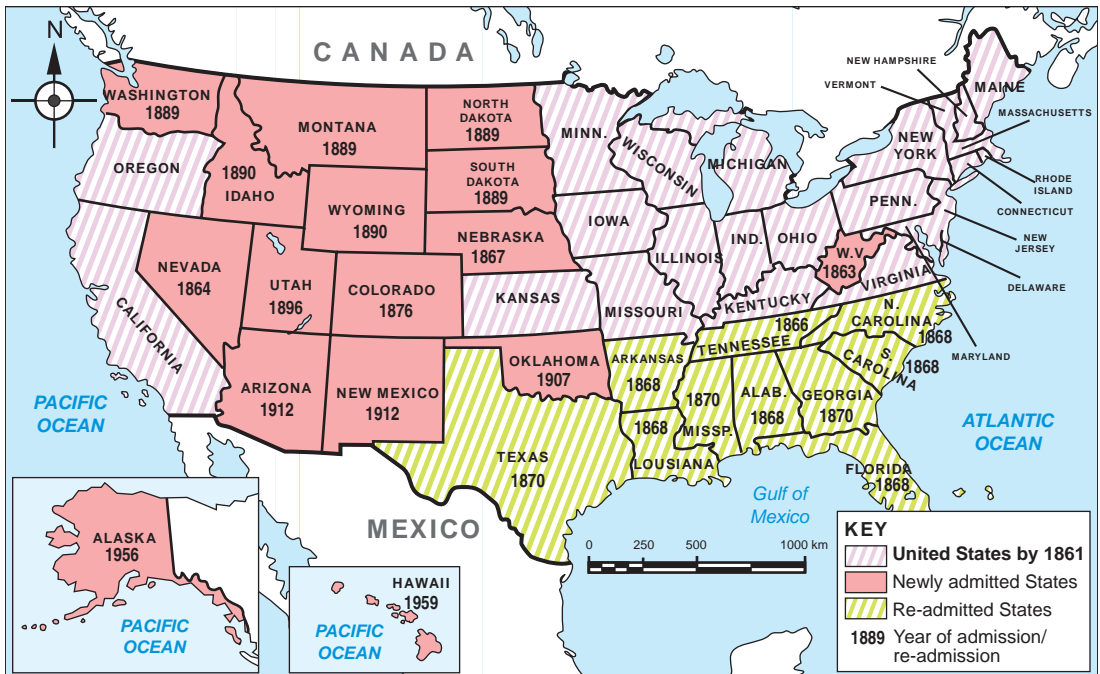
“We are proclaiming ourselves political hypocrites before the world, by thus fostering Human Slavery and proclaiming ourselves, at the same time, the sole friends of human freedom”

Abraham Lincoln's speech at Springfield, Illinois October 4, 1854

Read source 2 and 3. What was Abraham Lincoln's view on slave trade? Explain.

### *The Civil War and the World War 1 period*

The history of the USA from the Civil War to the World I War period is covered in the years of 1861 to 1918. This period was known as the **Reconstruction Period**. In this period, there was industrial progress as well as immigration of the people in the USA.



*Fig. 1.1: The map of USA during the Reconstruction Period*

There was an extensive network of railways at the North that aided in transportation of raw materials and finished products from manufacturers.

The growth of the economy in the North was also aided by the many banks and financial markets that availed capital to the investors.

However, with the outbreak of the Civil War in 1861, the economy of the USA was immensely damaged. Property worth millions were destroyed and a lot of money was used to finance the army through the purchase of guns, food and paying the army personnel their salary. These economic challenges led to shortage of food as well as reduction on exports. These challenges also led to printing of paper money, which resulted to inflation.



*Fig. 1.2: USA paper money*



With the inflation, workers demanded higher wages or salaries. The rich businessmen were also not spared. They complained of a heavy tax burden on their shoulders.

**Note !!** The Civil War in USA left the country's economy on its knees. The earlier economic gains the country had were watered down due to this war.

Politically, the Southern states had seceded and were now known as the Confederate states. Republican party was the ruling party during this war. Therefore, its policies were meant to subdue the Southerners.

There were conditions for African Americans to fulfill to be allowed to vote. Voting was based on the amount of property and the level of education an individual had.

## **Activity 2: Developments of USA from Civil War to World War 1 period**

### ***Economic development of the USA before the end of World War 1***

The last quarter of the 19<sup>th</sup> Century saw unprecedented industrial growth in the USA. There was improvement of infrastructure that enabled people to travel. It also made trading easier. Communication networks were enhanced through invention of telephone and telegraph.

There was also the influx of foreigners who came with new ideas to USA. As migration was taking place there was urbanisation. The growth of urban centres enabled people to share ideas on how to make their lives better.

Many Americans became entrepreneurs, this led to establishment of banking and financial organisations. Banks provided credit facilities to investors. There was also an upsurge of insurance firms which covered business risks.

There was the invention of electricity. This provided energy to run engines in factories. With the invention of electric power, there was mass production of industrial goods.

There was emergence of a new class of entrepreneurs in the USA. Their ideas came to propel economic growth. They included; John D. Rockefeller, Andrew Carnegie and John Jacob Astor.

There was modernisation of agriculture in the USA. Several machines were invented for example, the Mechanical Thresher that made work easier. USA also came up with crop zoning system in which different areas could specialise in one crop, for example, the tobacco that was grown in Maryland. It also came up with Agricultural Extension Officers who gave advice to farmers on crops to plant in a given type of soil.



Fig 7.1 John D. Rockefeller



### Group work

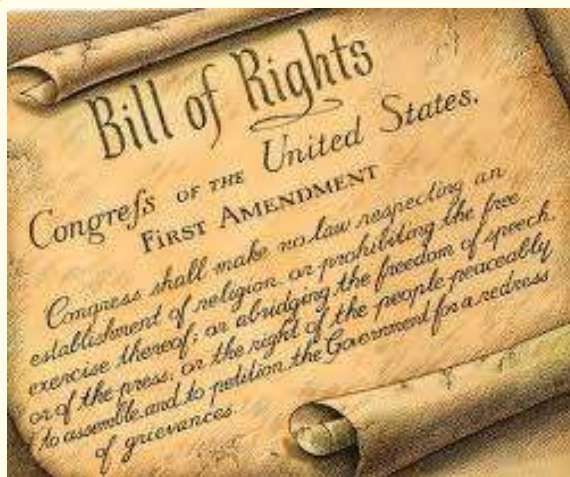
USA experienced a great development after the Civil War. Our country is expected to also develop after the ongoing Civil War, but change is slow. Identify and discuss the economic challenges facing our country since the Civil War and independence. Suggest solutions to some of the problems that you have discussed. Explain how the solutions will be helpful in the future economic growth of our country. Each group leader to present to the class what you have discussed.

### *Political Development of the USA before the end of the World War I*

The period before the outbreak of World War I saw a lot of concert in Europe. There was a lot of tension and disputes that resulted into small-scale wars. The USA at this time decided to honour the Monroe Doctrine of 1823, which forbade Americans from getting involved in European affairs whatsoever. This made USA adopt an isolationist foreign policy.

During this moment, USA built a strong military force making her to start acquiring super power status. With a strong military force, USA was able to win some wars, for example, the war against Spain.

## Activity 3: The USA system of government



### Source 4

Why do you think the source is important?

Imagine what difference adopting the bill of rights must have made to US society.

*A copy of USA constitution on the national archives catalog newsletter*

The system of government in USA is analysed at two levels. They include:

- A. National level
- B. Local level

### A. National Level

At national level, the government of USA comprises of three arms, which are:

1. The Legislature
2. The Executive
3. The Judiciary

#### 1. The Legislature

The legislative arm of the government is known as the **Congress**, which comprises of the Senate and the House of Representatives.

There are two senators representing the state regardless of the size of the state or the population of the state. That means that there are one hundred Senators in the Senate. They serve a period of six years. There are Senate elections every three years whereby only half of the Senate is subjected to elections. This move ensures continuity and experience should the Senate be composed of first time senators only.

For one to qualify for elections at the senate, one must be at least thirty years and must have been an American citizen for at least nine years.

The Senate approves appointments by the president for example, Cabinet Secretaries, Federal Judges and Ambassadors. The Senate also performs legislative functions by initiating bills and discussing them. It has powers to endorse and ratify treaties as well as control foreign policies. It also approves impeachment by the House of Representatives.

The House of Representatives are elected at constituency level for a term of two years and can be re-elected. The total number of members of the House is 435. The population of voters determines the number representing each state.

The House of Representatives has powers to initiate impeachment of any member of the executive and also to originate revenue bills.

The functions of the Congress therefore include the following:

1. The main duty is legislative role. The two houses are tasked with the responsibility of making laws then send them to the president to assent them.
2. The congress also amend laws after the approval of all states.
3. It approves the taxation measures of the government as well as ensuring that public expenditure is properly used and accounted for.
4. The two houses also offer checks and balances on the Executive. They do this by making the Executive answerable to their actions and passing impeachment motion against a member of the Executive.
5. The Senate and the President must give approval to a treaty before it is made.
6. The Senate and the President appoints senior civil servants like the Ambassadors.
7. The Congress can appoint a commission of inquiry to investigate any matter of national interest.
8. The Congress represents the interest of the people who elect them at various levels.



FIG. 1.4: The USA Congress in Washington DC.



### Group work

Having learnt about legislation in the USA, what lessons do you think there might be for South Sudan and why? Provide a list of your suggestions.

## 2. The Executive

The Executive is composed of:

- The President
- The Vice-President
- The Cabinet and the Civil Service

The political party that wins in an election forms the Executive.

### a) The President

For one to qualify to be elected as the president of America, he or she:

- Must be an American citizen by birth.
- Must be at least 35 years old.
- Must have been a resident of America for fourteen years.

The functions of the president of America are:

- He or she is the Head of State, welcomes foreign government representatives, officiate at national ceremonies and represents USA abroad.

- (ii) He or she is responsible for the execution of policies and laws passed by the Congress.
- (iii) He or she appoints Senior Servants, Cabinet Secretaries and Directors of Agencies with the approval of the Senate.
- (iv) He or she is the national voice of the people.
- (v) He or she is the Commander-in-Chief of the armed forces.
- (vi) He or she is responsible for keeping Congress informed of international developments.
- (vii) The President initiates bills and builds consensus to make sure legislators oppose or support his or her legislative agenda in the Congress by persuading them.
- (viii) The President is the head of his or her party and can use this position to his or her advantage to ensure support of the Congressmen. The powers of the president of America is checked and controlled by the following:
  - (i) The Congress, which has many roles, including:
    - Approving the appointment of senior government officials by the President. The President therefore needs to work well with members of the congress in order to enjoy their majority support.
    - Approving the expenditure of the government and can equally refuse the use of some funds.
    - Passing a vote of no confidence to the sitting President and his government. This creates a need to be responsive to avoid their onslaught.
  - (ii) The public opinion, which must be respected not only by the President but also by the legislators. Public opinion is usually gathered through opinion polls.
  - (iii) Pressure groups, for example those from the civil society which provide a check on the government and the President.
  - (iv) The constitution, which limits the Presidential terms to two of four years each.
  - (v) The Supreme Court, which can declare that the President acted 'unconstitutionally'. Such a declaration damages the status of the decision he or she has taken.
  - (vi) The mass media also acts as a check on the President as every of his or her action is closely monitored.



*Fig. 1.5: The 45<sup>th</sup> US President Donald Trump*

### **b) The Vice President**

The Vice-President of the USA is elected alongside the President. During campaigns, the President nominates a running mate who upon winning is sworn in as the Vice-President. The Vice-President will serve until the end of the term of the sitting President. If the sitting President dies, removed from office or resigns, the Vice-President then serve as the President for the rest of the term.

The Vice-President is the most senior official among the Cabinet. Qualifications for one to be elected Vice-President are:

- (i) Must be an American citizen by birth.
- (ii) Must be at least 35 years old.
- (iii) Must have been a resident in USA for at least 14 years.

The Vice-President chairs Senate meetings and votes in an event of a tie in the Senate over an issue.



*Fig. 1.6: US Vice President Mike Pence*

### **c) The Cabinet**

The President with the approval of the Congress appoints the Cabinet. Those appointed to the Cabinet are people with good administrative skills as well as experts in their respective areas.

The Cabinet is an intimate advisory body to the President, whose members meet often to discuss policy matters of the government. Each Cabinet Secretary holds a department with which he or she is fully responsible for its policies and decisions.

### **3. The Judiciary**

The Judicial System of USA is divided into two: State Courts and Federal Courts. State Courts have their jurisdiction within a given state and its constitution. They are the arbiters of state laws and constitutions. The Judges of State Courts are elected on short-term basis.

Federal Courts are composed of the Supreme Court, Court of Appeal, District Courts, Court of Claims and the Court of International Trade (Court of Customs). Decisions of the lower courts can be appealed at the Court of Appeal. If one is still dissatisfied with the decision of the Court of Appeal, they can go to the Supreme Court which may decide to handle the case or not.

The Supreme Court is the highest federal court of the United States. However, some states have intermediary courts known as Appeal Courts. Below Appeal Courts are State Trial Courts also known as Circuit or District Courts.



The judges of the Supreme Court are nine in number and are appointed by the President with the approval of the Senate. The judges serve for life so long as they maintain ethical and moral standards. They can only be impeached if they misbehave, become corrupt or incompetent.



*Fig. 1.7: USA law court*

## **B. At Local Levels**

The USA is composed of semi-autonomous fifty states controlled by governors and represented by Senators in the Senate. Each state has a Bicameral Legislature (two chambers of the House).

Each state has the following responsibilities:

- (i) Have law courts that handle its judicial matters.
- (ii) Provide public amenities such as educational facilities and health facilities.
- (iii) Generate revenue to help discharge her responsibilities.
- (iv) Create a police force that helps in maintenance of law and order.

The constitution prohibits states from doing the following:

- (i) Making own currency.
- (ii) Forming and maintaining armed forces.
- (iii) Levying duties on imports and exports unless the Congress approves.
- (iv) Entering into any agreement with foreign powers or engaging in war.
- (v) Entering into any treaty, alliance or confederation with other states or countries.

There are municipalities and counties at local government level in the USA. Municipalities in some counties are divided into city, town, borough and village. Counties on the other hand are divided into township.

People in the specific jurisdiction elect mayors and council officials. The local governments draw their powers from the respective state government. The local government then takes charge.

#### **Activity 4: The rate of immigration and its social implications in USA from the Civil War to the World War 1**

After the Civil War, USA witnessed an influx of immigrants who wanted to seek economic freedom. A small percentage also came due to religious persecution in their homeland. USA being a country that tolerated religious difference, attracted those who had been persecuted in their home countries.

The climax of immigration to USA was in 1907 when an estimated 1.3 million people gained entry into USA legally. However, with the outbreak of the war, immigration reduced significantly. This was because the Congress introduced laws to curb immigration. The Congress introduced literacy tests as well establishment of immigration quota, which put 2% as the total number of people from each nationality to gain entry into USA. Another law required that immigrants be thoroughly inspected and be subjected to medical tests before landing in USA.



*Fig. 1.8: Jews migrating to USA in groups*

#### **Social implications of immigration in USA**

1. There emerged religious intolerance in USA. The Catholics especially the Irish were discriminated upon based on their religious beliefs. The anti-Catholic movement tried to curb the immigration through political and economic measures.

- The coming of foreigners meant an increase in population. The population pressure in urban areas led to increasing demand for houses as well as other social amenities.
- With the increase in the number of people, there was an increase in provision of social services such as education and health care.
- Welfare groups were also created by those who were staying in urban centres to collectively assist each other in times of need.
- There was discrimination at work places. White Americans filled top management positions while immigrants and African Americans filled low cadre jobs.



### Group work

Research how South Sudan controls immigration and emigration. Report your findings in class.

## Activity 5: Inter war period

### The Great Depression

#### Source 5



What is the message about the stock market crash of 1929?

Hoover was the president in America during the Great Depression.

### Source 6



Cartoon strip on Herbert Hoover published in 1929

Study source 6 and 7 and use them to explain why Herbert was not able to deal with the Great Depression.

### Source 7



## The causes of the Great Depression

### 1. The crash of Stock Market in 1929

A stock market is a place where shares of public and private listed companies are traded. The American stock market was known as Wall Street. The price of shares varies from day to day, if more people are buying than selling the price goes up, if more are selling than buying the price goes down.

In 1920s, the price of shares kept rising, most Americans decided to join the stock market, watch their value rise and sell their shares later at a higher price. The Americans were confident that prices of the shares would keep rising. They borrowed loans from banks to buy shares. After selling the shares they would pay off the loans and still have a quick profit.

By 1929, American banks had lent a billion dollars. The price of values began dropping. This brought fear among the shareholders; some started selling their shares.

On 24<sup>th</sup> October 1929, there was a massive fall, people started selling off their shares for whatever they could get. This brought about the stock market crash of 1929.

## 2. The failures of Banks

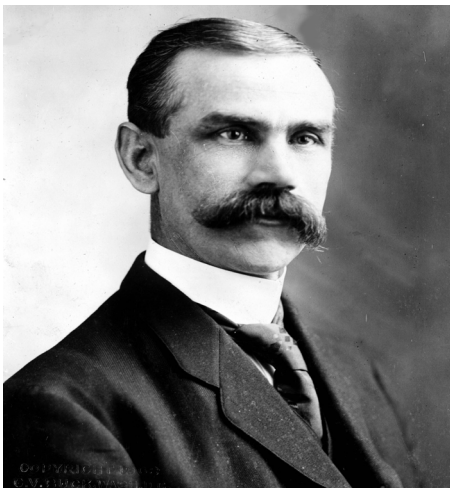
Over 9,000 banks in USA failed in the 1930s where people lost their savings after banks went down. The banks did not insure the deposits. This caused a lot of panic as people rushed to withdraw their money fearing they would lose their investments. The banks that did not go down were not willing to give loans making investment a hard thing to attempt.

## 3. Drought conditions in 1930

The Mississippi Valley experienced drought in big proportion. This drought starved people of food crops as well as cash crops needed by the factories as raw materials. This drought also killed many livestock.

## 4. American Economic policy with Europe

The government came up with Smoot-Hawley Tariff in 1930 which was sponsored by Senator Reed Smoot and Representative Willis C. Hawley. This was meant to protect American industries by charging a high tax for imports. What resulted was less trade between America and foreign companies. A number of American trading partners levied tariffs on US-made goods.



*Fig. 1.9: Reed Smoot*



*Fig. 1.10: Willis C. Hawley*

## 5. Reduction in purchasing

People of all walks of life stopped purchasing items after the stock market crash of 1929 fearing economic hardships. This resulted in reduction of production and manpower. What followed was the loss of jobs and repossession of items that had been taken on loan.

### Effects of the Great Depression

#### Economic Effects

1. Several banks closed due to losses they incurred.
2. There was an increased unemployment rate.
3. Foreign trade also reduced by a greater margin following the Smoot-Hawley Tariff.
4. Income ability of people reduced significantly.

#### Political Effects

1. The Great Depression led to loss of confidence in economic ideology of Capitalism, which had been advocated by President Herbert Hoover but failed terribly.
2. The Great Depression made USA focus more on domestic issues than international engagements. They adopted Isolationism policy.
3. President Franklin D. Roosevelt tried to come up with the New Deal economic recovery programme but was met with a lot of criticism.

#### Social Effects

1. As people lost their jobs, their income ability reduced. This led to lack of adequate basic needs causing desperation.
2. Due to drought which led to losses in farming, people moved to urban centres to look for jobs. The overpopulation led to an increase in crime rate.
3. It led to child labour as older children were left to find work so as to supplement the little that their parents earned.
4. It led to series of deaths. Men who felt that they were not able to find food for their families committed suicide.
5. There was emergence of classes based on income abilities. There were classes for the poor, the middle class and the wealthy.
6. It also aggravated racial discrimination against African Americans and immigrants who were the first to be laid off from work.
7. There was gender discrimination as women were denied jobs in favour of men.

Employers also fired women when they found out that they were married.

8. The homeless were not able to access medical and health facilities.

## The New Deal

Source 8



Source 9



Source 10

Yes, I have a very definite programme for providing employment by that means. I have done it, and I am doing it today in the State of New York. I know that the Democratic Party can do it successfully in the Nation. That will put men to work, and that is an example of the action that we are going to have.

A speech from Roosevelt in July 1932.

Use source 8, 9 and 10 to explain what you think was Roosevelt's opinion on his New Deal programme? Do you think everyone agreed with him? Why?

The **New Deal** refers to the economic programmes and reforms started by the USA government under President Franklin Roosevelt. It was to help the country in the path to economic recovery after the devastating economic problems brought about by the Great Depression.

## The Programmes of New Deal

The following were programmes advocated by Franklin Roosevelt to help USA heal from the evils of the Great Depression:

1. Civilian Conservation Corps (CCC). This was meant to provide jobs for many Americans who had been left jobless after the Depression. The jobless were engaged in public work projects such as construction of structures and rails.
2. Civil Works Administration (CWA). This was also meant to create jobs for the jobless. This programme focused on high-paying jobs in the construction industry. However, it became very expensive to run.
3. Federal Housing Administration (FHA). This programme was created to combat housing crisis resulting from the Great Depression.
4. Federal Security Agency (FSA). This was in charge of administering social security, federal education funding and the food and drug administration.
5. Home Owner's Loan Corporation (HOLC). It was created to assist in the refinancing of homes.
6. National Industrial Recovery Act (NIRA). This was meant to bring the interests of all involved in the economy together. That is the working-class and business people.
7. Public Works Administration (PWA). This programme was meant to provide economic stimulus and jobs in USA.
8. Social Security Act (SSA). It was created to cater for the older members of the society, the sick and the disabled.
9. Tennessee Valley Authority (TVA). Tennessee Valley region is the largest provider of electricity. This programme was created to develop the economy of the Valley.
10. Works Progress Administration (WPA). This was the largest agency that provided jobs to many people across the nation.



## The Success of the New Deal

### Source 11



What was the South's interpretation of the New Deal?

1. The above programme helped in creating job opportunities for Americans. Before the establishment of the New Deal, about 25% of Americans were unemployed but the programme created helped rectify the situation.
2. Banks were also opened to help American investors. Strongest banks were opened. It took the intervention of President Franklin to convince the people to have confidence in the banking industry. Deposit in savings accounts were insured, this helped to cover risks involved in businesses.
3. There was improvement of infrastructure such as bridges and roads. This was made possible through Public Works Administration (PWA).
4. The New Deal programme provided pension for the older members of the society. It also provided aid to the unemployed and helped the disabled.
5. The New Deal helped to prevent the occurrence of another Great Depression.

## **The Failures of the New Deal**

The successes of the New Deal are far more than the failures. However, we can criticise the New Deal in the following two ways:

1. It did not end the Great Depression. For example, problems like unemployment persisted all the way into World War 2. So it is honest to say that with all the hype and optimism of the New Deal, it did not solve the economic hardship in America.
2. New Deal's programme was run by the national government. This made various states to lack initiative to work hard and raise local funds.

## **Factors that led to economic recovery of USA after the Great Depression**

1. The leadership of Roosevelt was vital in economic growth of USA. He came with legislations and programmes that stimulated economic growth all over the land.
2. Banks and insurance companies provided credit facilities and covered risks respectively therefore, enabling investors to invest with much confidence.
3. The availability of entrepreneurs who were willing to take risks and start businesses was important for the growth of American economy.
4. There was the discovery of electricity that supplied power to run machines. There was a deep pocket of raw materials that were used to manufacture various items.
5. Unlike other European countries that were heavily engaged in various fights and World Wars, USA did not involve herself at initial stages making her the sole manufacturer of many items. The country accumulated a lot of wealth by selling to the warring Europe as well as her domestic population.

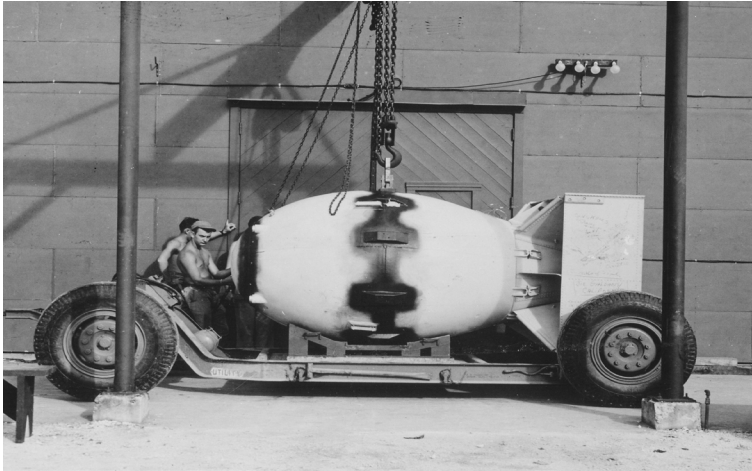
## **Activity 6: Rise of USA as a super power**

### **Reasons for the rise of USA as a super power following World War 2**

The World War 2 broke out in 1939 and ended in 1945 after the bombing of the two cities of Japan that is, Hiroshima and Nagasaki. Japan had been accused by USA of launching a sudden aerial attack on the American naval base at Pearl Harbour on the Hawaiian Island.

1. USA rose to be a super power due to her military strength. She was able to manufacture nuclear weapons. The only country that could challenge American super power

status was the Soviet Union. This military strength made the world fear USA lest she attack you upon provocation.



*Fig. 1.11: Nuclear weapons manufactured by USA*

2. USA had strong and organised political leaders as well as military leadership.
3. After the initiation and implementation of the programmes of the New Deal, USA was able to stand up economically. She accumulated a lot of wealth during the World War 2 making her to challenge all countries in the world with her deep pocket of economic resources.
4. So many people believe that American culture was superior because of many cultures. She hosts numerous immigrants who came over with their culture.
5. Geographically, USA is a large country with a lot of resources. She is neighbouring countries that do not pose a big threat to her.
6. USA also has a strong government structure, embrace and practice democracy and has a working constitution. USA is also a merit-based society otherwise known as 'land of opportunities.'

## **The Comparison between the USA and the Russian super power status**

### **Similarities**

1. Both were influential in the world affairs after World War 2. They convinced several countries to take their side in their economic ideologies.
2. Both had great military strength and influence. USA helped in the formation of Northern Atlantic Treaty Organisation (NATO) for countries in Western

Europe, while Russia had the Warsaw Pact whose membership were predominantly countries in Eastern Europe.

3. Both Countries also had strong economic foundation that made them control the economic affairs of the world. This is actually seen in their endeavor to offer grants and loans to their allies.

### **The differences**

1. The Americans had a larger army compared to that of Russia. The active military personnel of USA are about 1.5 million while that of Russia is about 800,000.
2. The USA believed in a free market economy where the factors of production are individually owned. This is the understanding behind Capitalism. Capitalism was plainly economic liberalism. Russia on the other hand believed in Communism whereby the factors of production are owned by the state. No individual ownership of property.
3. USA formed an economic recovery programme known as the Marshall Plan. This was to help European countries that were economically devastated by the World War 2. Russia on the other hand formed the Communist Information Bureau (COMINFORM) and the Council for Mutual Economic Assistance (COMECOM) to counter the Marshall Plan.

### **Reasons why USA became economically strong**

1. The climate of USA is very conducive for farming. She has subtropical climate, rain forest and mountains that are supportive to farming activities.
2. USA is politically stable. This provides an enabling investment environment to both locals and foreigners.
3. There have been a number of innovations that have been patented in USA. These innovations such as telegraph by Samuel Morse, computers among others have brought good income to the country.
4. The government is in full support of business activities and influences them considerably.
5. There are numerous sources of energy that are used to run machines in the industries. They include; electricity, petroleum and nuclear energy.
6. There is a deep pocket of raw materials necessary for manufacturing.
7. USA has a large population that offers both skills and unskilled labour service to the economy.

8. The large population also offers market for the finished products. USA enjoys international market share. Some of the products of USA like electronics and cars are popular with foreign markets.
9. The policy of free enterprise in USA has encouraged many investors.
10. The transport and communication networks are in good condition. USA boasts of good rail, road, water and air transport which aids in transportation of raw materials to the industries, finished products from industries as well as workers to the industries.
11. Capital is also available for those who need credit facilities to invest. The Federal Reserve System regulates bank credit and influences money supply in the USA.

### **The role of USA in Vietnam War**

The USA got involved in Vietnamese War during the Cold War. She was involved in this war from 1955 to 1975. This war took place during the peak of Cold War thereby pitting USA against Soviet Union, Russia. During World War 2, Vietnam was colonised by Japan but France took it up after the war. There was nationalists' struggle for independence in Vietnam forcing the two super powers to support different leaders. The Soviet Union supported Ho Chi Minh, while the USA supported Ngo Dinh Diem.



*Fig. 1.11: Ho Chi Minh*



*Fig. 1.12: Ngo Donh Diem*

With the involvement of the two super powers, Vietnam was divided into two, South supported by the USA and the North supported by the Soviet Union. A guerilla group known as Viet Cong established a communist regime in South

Vietnam. This move aggravated the situation in Vietnam and led to an outbreak of Vietnam War.

The move to make South Vietnam Communist was not kindly taken by the Americans, who were keen to spread their ideology throughout Vietnam. The Americans offered financial and military support to Vietnam but their efforts did not pay since Viet Cong became successful in the war, making the Americans to withdraw. This marked the end of involvement of the USA in Vietnam War.

### **The role of USA in Gulf War**

This war took place in 1990. Saddam Hussein who was the Iraq leader ordered the invasion of the neighbouring Kuwait. Saddam was determined to annex Kuwait to Iraq. This move was not kindly taken by the then USA President George Herbert Walker Bush and Sheikh Jaber Al Sabah the Emir of Kuwait. They met with the then USA Secretary of Defense Richard Cheney to request for military assistance.



*Fig. 1.12: George Herbert Walker Bush*

Americans decided to send her troops to Kuwait to defend them against Iraq attack, in the name of defending the defenseless. However, Bush criticised Saddam Hussein that he was only interested in oil production in the Middle East. This was one of the few instances that the Soviet Union supported the Americans. This move made the two super powers to convince the United Nations Security Council to pass a resolution against Iraq.

President Bush was able to convince leaders of Britain, France, Egypt, Saudi Arabia and other countries to establish a trade embargo. Bush also told them to launch an armed offense war against Iraq should the economic sanction fail to work.

## **The role of USA in Iraq War**

The Iraq War took place in 2003. It is also known as the Second Gulf War. It was led by the USA to overthrow the government of Saddam Hussein. This war against Iraq was spearheaded by the then American President George W. Bush.

The motive of attacking Iraq came a number of terrorist attacks in the US. The terrorists killed more than six thousand Americans in a bomb attack of World Trade Centre and the Military Base Pentagon on 11<sup>th</sup> September 2001. The Americans were convinced that Iraq government supported terrorist activities materially and financially. They were also convinced that the Iraq offered training ground for terrorists.

The Americans believed that the Iraq government was harbouring the terrorist groups fighting the Turkish and the Iran government. It was also suspected that Saddam was developing weapons of mass destruction like the anthrax, nerve gas and nuclear weapons that was meant to murder people.

Having fought a terrorist group, 'Taliban' in Afghanistan, the Americans were determined to eliminate any visible enemy as well as show their military might. They also believed that the then President Bush, who was the son of former President Herbert Hoover wanted to finish what his father had started in First Gulf War.

The Americans invaded Iraq without the consent of United Nations Security Council. They flashed out perceived enemies of world peace in America. The USA and her allies defeated Iraq forces, captured Saddam and had him tried in the Iraq's law court. He was handed a death sentence and his execution done in full glare of the world by being aired on television probably to send a warning to any terrorist out there.

## **Activity 7: Global social developments in the USA**

### **1. Development of Civil Rights Movement in USA**

The Civil Rights Movement refers to the fight against racial discrimination. In America, non-violent protests broke out in the 1950s and 1960s. During this time, African Americans fought for space with the whites in enjoyment of public service. There was racial segregation in public schools, there were restrictions on those allowed to vote and they were also denied employment opportunities.



*Fig. 1.13: Non-violent protest by African Americans*

Notable Civil Rights crusaders were Martin Luther King, Jr and El Hajj El-Marek (Malcom X).

#### **Source 12**

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident; that all men are created equal.”

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

*Extract from Martin Luther’s King speech, I have a dream.*





Fig. 1.14: Martin Luther King

The Civil Rights Act of 1964, banned discrimination based on race, gender, religion and national origin.

African American women activists also played a very important role in the movement and in campaigning for women to be given equal treatment in places of work. Women activists included Septima Clark, Ella Baker and Rosa Parks. Rosa refused to give a seat in a public bus to a white man and ended up being arrested. This received a lot of condemnation and earned Rosa national recognition as an activist. Rosa became to be known as the ‘Mother of Freedom’.

Source 13



If you research Rosa Parks on the internet, you will find hundreds of references to her. Why do you think she has become such an international heroine?

Newspaper published in 1932

Was Rosa right or wrong on refusing to give a seat to a white man?

### Source 14

#### STOP RACISM

Although we are not born racists,  
Racism has always been around,  
Symptoms are: feelings that you are bound,  
And you cannot turn around.

I may be treated indifferently, because I am not Caucasian,  
I may be Indigenous East Indian, African or Asian  
The color of my blood is still red,  
The color of my skin comes from my origin.

So, how can we blend Color, Creed, and Race?  
By joining our hands,  
And looking face to face,  
Believing we are all equals,  
Thinking that everything is fair,  
And that God holds us all in his hands,  
Very dear.

Written by Mintra J. Mankasingh  
2005



#### Pair work

Write a poem against racial discrimination in our country. Each pair to read what they have written to the rest of the class.

## 2. Development of Human Rights in the USA

The development of Human Rights in USA can be traced all the way to the declaration of independence by the thirteen states in 1776, when the states proclaimed that 'all men are equal'. That Americans who were colonised by the British were equal with their colonisers.

The Bill of Rights was included in the American constitution. These rights became

part of the heritage of all Americans. They saw human rights as freedoms and liberties. Rights helped in religious tolerance and self-government. They also had inalienable rights such as: Life, Liberty and the pursuit of Happiness.

Recognition of human rights made the USA to be a model of many nations in the world. This meant that people in a nation state had the right to choose those who govern them and decide on the type of law to control them. With these guidelines, peace and harmony is guaranteed in a nation state.

### **3. Development of Democracy in the USA**

Democracy in the words of President Abraham Lincoln refers to the ‘rule of the people by the people and for the people’.

In 1776, there was the declaration of independence by the thirteen states. They declared themselves independent from their colony, Britain. This marked the beginning of democracy in the USA. By adopting the constitution in 1787, USA showed the world that through democracy a lot can be achieved. There was wide consultation for the independence constitution to be taken up by the Americans.

America has leaders who have brought new dimension in democracy. Among them were; Thomas Jefferson, Andrew Jackson and Abraham Lincoln. A number of measures in form of amendments to the constitution such as the fifteenth and nineteenth amendments opened up political and economic space for the blacks.

USA has tried to spread the ideals of democracy all over the world by supporting democratic regimes and condemning dictatorial ones.



*Fig. 1.15: President Abraham Lincoln of USA*



### *Pair work*

With the help of your teacher, explore how democracy began in South Sudan then write an essay on the impacts of democracy in our country.

### **Activity 8: Contributions of USA to Arts**

The USA is best known for her richness in art in form of television, movies, theatre and music. These have been shared by other nations around the globe. According to research done, American entertainment industry contributes to a third of the world's economy.

For movie production, America has Hollywood which is a film production place. Many movies have been shot in Hollywood and they have acclaimed international recognition. Many Americans and foreigners are employed in Hollywood where the living standards have been improved remarkably.

Television channels in the USA have not only been a source of news reports but also a place of entertainment and education. USA is home to Cables News Network, which is a cable and satellite network owned by the Turner Broadcasting System and enjoys viewership all over the globe.

In commercial arts, a number of paintings have made recognition in the USA. Some have been sold and used both locally and abroad.

Music industry in the USA has also been a success story. There exists many genre of music that is popular all over the world. They have Jazz, Hip-hop music, rock music among others.



### *Group work*

Think of a place that you recently visited and found music being played, was it Jazz music, Hip-Hop music, rock music or another type of music? Discuss how the music industry in USA has affected the people of South Sudan. Each group to present what they have discussed to the class.

### Activity 9: Contributions of USA to Technology

The advancement of technology in the USA was necessitated by several factors and was marked during the period of Industrial Revolution. Availability of capital, good infrastructure, diverse climate, good education and the influx of foreigners among others were the factors that contributed to rapid Industrial Revolution in America.

In the South of USA, the discovery of cotton gin by American Eli Whitney marked a great change in the field of agriculture. The manufacture of cotton to be used within USA and abroad encouraged farmers to do more farming activities to ensure continued supply of the commodity.

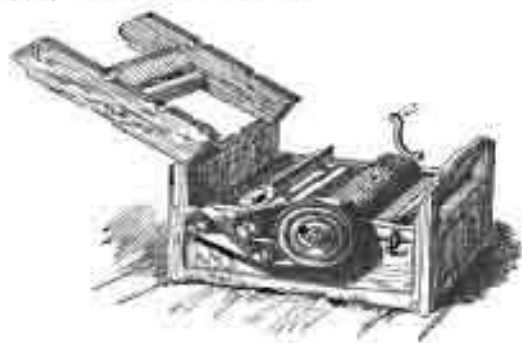


Fig. 1.16: Cotton gin

Technological advancement in the US therefore has contributed to her economic success, good educational system, sound political environment, distinct social structure and cultural identity.



#### *Pair work*

The contribution of USA to technology has had a major impact on our country. Discuss. Present your conclusions in class.

## Key words

<b>Aggravated:</b>	Made more severe in recognition of the seriousness of an offence.
<b>Arbiter:</b>	A person who settles a dispute or a person who has influence over something.
<b>Bicameral Legislature:</b>	Two chambers of the House.
<b>Borough:</b>	A town with a corporation and privileges granted by a royal charter or a municipal corporation in certain US states.
<b>Cadre:</b>	A group of people trained for a particular purpose or profession.
<b>Capitalism:</b>	An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by state.
<b>Congress:</b>	A formal meeting or series of meetings between delegates.
<b>Consensus:</b>	General agreement.
<b>Curb:</b>	Check or restraint.
<b>Disenfranchise:</b>	Deprived of some rights and privileges.
<b>Emancipation:</b>	Set free especially from legal, social or political restrictions.
<b>Entrepreneur:</b>	A person who sets up a business or businesses taking on greater than normal financial risks in order to do so.
<b>Federal government:</b>	A system of government in which several states form a unity but remain independent in internal affairs.
<b>Hype:</b>	Extravagant or intensive publicity or promotion.
<b>Onslaught:</b>	Fierce or destructive attack.
<b>Predominantly:</b>	Present as the strongest or main element.
<b>Recession:</b>	Temporary economic decline during which trade and economic activity are reduced.
<b>Secede:</b>	Withdraw formally from a federal union or a political or religious organisation.
<b>Unprecedented:</b>	Never done or known before.

**Activity 1: History of Russia before the Revolution**

From 1547, the Tsar ruled Russia as an Absolute Monarch without a parliament. Between the late 19<sup>th</sup> Century and the early 20<sup>th</sup> Century, Russia was a vast empire that stretched from Poland to the Pacific. It is believed that by 1900, the population of Russia was estimated to have reached 165 million people, made from diverse ethnic, languages, religion and culture. This made it difficult for the Monarch to rule such a huge empire.

The ruling class was referred to as the Nobility and the Clergy (church). They owned much of the land while the majority of the people were peasants. They lived under very difficult conditions in their poor villages. The peasants were under the control of the Mir (a local council who had the power to decide whether a peasant would own or rent land from the rich landowners).

**Source 1****Source 2**

Study source 1 and 2.

What do the sources suggest about the relationships between the ruling class, the state and the people?

By the beginning of the 20<sup>th</sup> Century, the Russian society had become polarised (divided). This made it very difficult for the Tsar to govern. During the World War 1, Russian troops suffered humiliating defeat in the hands of Crimea, Japan and Italy. The World War further strained the already weak state and a Revolution was inevitable.

## Activity 2: Causes of the Russian Revolution

### Long term causes of the Russian Revolution

#### Political causes of the Russian Revolution

##### *1. Russia under Tsar Nicholas II*

Russia was under an Absolute Monarchy for more than 500 years. The Absolute Monarchy was a repressive and a ruthless system of government. Tsar Nicholas II was a weak ruler who had no skills of running a government. He used divide and rule system which placed landowners and the church to run the government. They were placed far above the common people.



*Fig. 2.1: Tsar Nicholas II in the Winter Palace-St. Petersburg (later changed to Petrograd)*

In 1905, The Tsar introduced the following reforms to counter the growing tension. He established a series of people representative assemblies also known as **Dumas**. However, the Duma remained a powerless and a toothless parliament. It had limited powers as the Tsar kept dissolving it whenever it went against his wish. Because of this, the masses lacked representation in the government. They expected the Tsar to address their problems, but the government did nothing to improve their conditions. This created bitterness, mistrust and discontent that manifested in all aspects of life.



## **2. Influence of Marxist ideas**

The growing discontent among the masses and their desire to be free from oppression made them to embrace Marxist ideas of using revolutionary means to achieve their objectives. As a result, the revolutionary leaders founded the Bolsherik party which was the first social democratic party under the leadership of Joseph Stalin a revolutionist. Stalin believed that a revolution was the best way of achieving their freedom.

### **Source 3**

“The proletarians have nothing to lose but their chains. They have a world to win”

One of the Karl Marx ideals.

How were the Russians inspired by Karl Marx ideal?

## **3. Weakness in the military**

There was growing tension within the military and the army became very weak, ill equipped and demoralised. As a result, the troops kept on losing in the war and were defeated by Japan. The defeat led to approximately 80,000 casualties. This was an embarrassment to the government since it exposed the Tsar’s weaknesses, and he was blamed for the loss. Additionally, the troops spent most of their time suppressing revolts, for example, in January 1905, a peaceful demonstration was held in St. Petersburg, the government responded by sending the military that fired live bullets to the demonstrators. This led to a public outcry. By 1917, the army pushed Tsar to make reforms both in the military and in the government. The Tsar refused to compromise and failed to act upon the rising discontent and rebellions. In February 1917, the Tsar lost the support of the army who staged a mutiny and joined the protestors in Petrograd. This marked the start of a social revolution in Russia.

## **Economic Causes of the Revolution**

### **1. Feudalism in Russia**

Russia continued to depend on a Feudal System of Land Ownership. This System had long been ditched by other European nations during the Agrarian Revolution. With this System, the country remained poor due to backward economy, they had no industries and depended entirely on foreign capital. Land was owned by the Nobles and the Church while the peasants depended on leased land. Additionally, farmers relied on primitive methods of farming resulting to

poor and low production. At the same time, majority of the population lived in poverty and misery. With all these, the government did nothing to improve their misery leading to feelings of bitterness and mistrust.

## **2. Rise of Industrial Revolution**

During the Industrial Revolution, the number of industries in Russia doubled. This forced many peasants to move from rural villages to seek employment in the cities. In the cities, they provided labour in the industries where they were subjected to poor working conditions such as low wages, long working hours, and lack of medical relief for accidents suffered in the factories. They were also not allowed to rest or form Trade Unions. As a result, the workers lived in cramped poorly ventilated houses without social facilities such as water, sanitation and lighting. The Russian government did nothing to ease their suffering leading to bitterness and mistrust towards the Monarch.

## **Social causes of the Revolution**

### **The imbalanced class system**

The Russian society had an imbalanced class system which was divided into two, the rich and the poor. The Nobles, Feudal Lords and the Clergy belonged to the rich class, while the peasants, labourers and Serfs belonged to the poor class. The top was the ruling class that comprised the Nobles and the Clergy who were the land owners. The Monarch used them to rule over the majority who were peasants. They were illiterate, and had no access to medical care or public health facilities. Due to their ignorance, most of them spent much of their time drinking alcohol so as to forget their problems, this drove them into a life of misery.

### **Immediate causes of the Russian Revolution**

The World War I was the direct catalyst for the Russian Revolution since it took place during the final phase of the war. The defeat of Russia prompted Tsar Nicholas II to take personal responsibility to be incharge of the troops. The defeat had left the Russian army with less motivation.

In 1915, he sacked the army commander Nikolaevich against the advice of his ministers, then moved to the front line. This forced him to take personal responsibility for any loss in the war. Before his departure, he left the responsibility

of running the government with his wife Tsarina. Rasputin (a Siberian Monk) became the Chief Adviser of Tsarina on ministerial appointments, domestic policy and military matters. This worked against the Tsar because she was accused of spying for Germany, while the presence of Rasputin in the Winter Palace helped expose the corruptive nature of the Monarch.

#### Source 4



Why do you think Rasputin was murdered?

In February 1917, the situation in Russian cities had become critical. The public outcry over food shortages was made worse by the collapse of the transport system due to mismanagement. Transporting food supplies became difficult. Inflation had become so severe leading to high prices of essential commodities.

During the International Women's Day March in Petrograd, hundreds of angry workers joined the protest. They demanded to be given bread spilling the unrest over into a Revolution. The government's soldiers were ordered to fire to the crowd, but they refused, mutinied, deserted the Tsar and joined the armed protestors. The protestors disarmed the police, released political prisoners and started massive rioting. This was the beginning of full Social Revolution in Russia.

The Tsarina dismissed the unrest calling it a 'Hooligan Movement'. The situation became so dire that the Tsar decided to come back but he was stopped on the way by striking railway workers. The Duma asked the Tsar to act, but he responded by dissolving it.

Source 5



Source 6



Read the sources, what do they tell you about why the Tsar abdicated?

### Points to remember

#### Causes of Russian Revolution

- The ruthless government systems.
- Influence of Marxist ideas.
- Weakness in the military.
- Feudalism in Russia.
- Rise in Industrial Revolution.
- Imbalanced class system.



#### Pair work

Tsar Nicholas II did not have leadership qualities. Discuss.

### Activity 3: The course of Russian Revolution of 1917

The following series of events culminated into the Russian Revolution of 1917:

- By the beginning of the 20<sup>th</sup> Century, the Russian economy had crumbled, pushing the Empire to the brink of a revolution. The mismanagement and corruption within the government left people dissatisfied and eager for change.
- In 1905, hundreds of unarmed protestors marching in the streets demanding for reforms were massacred by the government troops in what is referred to as the **Bloody Sunday Massacre**. After the massacre, angry workers responded with a series of strikes throughout the country.
- Russian government instituted some reforms by forming series of people representative assemblies or the Dumas.
- In August 1914, Russia joined the war in support of Serbia, French and her British allies. Russian involvement in the war proved disastrous for the Russian Empire since soldiers were killed and maimed. Additionally, the economy of Russia was seriously disrupted by the war which led to high food prices and fuel shortage.
- In 1915, the Tsar Nicholas II left the capital of Petrograd to take command of the Russian army front. During his absence he left his wife in charge of the government, the Tsarina fired all the elected officials. At the same time she took the controversial Serbian monk, Rasputin as her advisor who increased her influence over Russian politics and the royal Monarch. By then, most Russians had lost faith in the failed leadership of the Tsar.
- In December 1916, some Russian nobles murdered Rasputin in order to end his influence. Meanwhile, the moderate Russians soon joined the revolutionaries in calling for the overthrow Tsars' rule.
- In February 23<sup>rd</sup> 1917, a huge crowd of demonstrators and striking industrial workers walked to the streets of Petrograd demanding that the government provide them bread. The police tried to break the demonstrations but the protestors refused to leave the streets.
- In March 11<sup>th</sup> 1917, the Tsar called the troops from the army garrison in Petrograd to quell the uprising. Some of the soldiers opened fire to the protestors but they refused to leave the streets. The troops staged a mutiny, abandoned the Tsar, armed the demonstrators and joined the protest.
- In March 12<sup>th</sup> 1917, the Duma formed a provincial government and few days later, the Tsar realised that he had lost the support of the army. He abdicated the throne, ending centuries of the Russian Monarch.

- The leaders of the provincial government with the advice of Kerensky established a Liberal Programme. This programme opposed a social revolution by granting people freedom of speech, equality before the law and the right to form unions and organise strikes.
- The economic crisis made it difficult for the provincial government to hold elections. Inflation led to serious food shortages and the peasants began the forceful acquisition of land from the nobles, looting their farms and food riots erupted in the cities.
- A network of Soviets was established known as the Petrograd Soviet. They opposed the provincial government and incited the workers to strike in order to undermine the government.
- Russian involvement in the war was very unpopular. This made the Petrograd Soviet make demands to the provincial government to end the war. The Soviets issued what is referred to as 'Order No 1' asking the soldiers not to obey orders from the provincial government.
- Despite the order, Kerensky continued keeping troops in the war. His army attacked the German forces in June 1914. Initially, it seemed like Russia had won the war but the German forces laid a counter attack forcing the Russian army to retreat. Consequently, the soldiers and sailors became weary and tired leading to poor morale, indiscipline and they began a mutiny.
- In April 1917, Vladimir Lenin the Bolshevik Party leader issued a document known as the '**April Theses**' that promised **peace, bread, land** and **reform**. He also called an end to the capitalist regime and demanded that the people (Soviets) stage a revolution against the provincial government as soon as possible.
- The Bolsheviks using a slogan "all power to the people" gained increased support from the workers and soldiers. In July, they tried to take control of the government but they were defeated.
- In November 6<sup>th</sup> and 7<sup>th</sup> (October 24<sup>th</sup> and 25<sup>th</sup> on the Julian calendar), Lenin launched a bloodless coup d'état against the Duma's provincial government referred as the October Revolution.
- After the provincial government was overthrown, Lenin called for a Soviet Government that would be ruled directly by councils of soldiers, peasants and workers. The Bolsheviks and their allies took over the Winter Palace and all the strategic locations in Petrograd and soon formed a new Communist Government. Lenin became ruthless dictator of the first Communist Government in the world.
- In December 1917, a Civil War broke out between the Bolshevik's Red army

and the White Army. They supported a group of loosely allied forces that included the Monarchists, Capitalists and the supporters of Democratic Socialism.

- In 1923, the Russian Civil War ended with Lenin's Red Army claiming victory. This led to the birth of the Soviet Union.



Fig. 2.2: Bolshevik troops in Petrograd during the October Revolution



### Role play

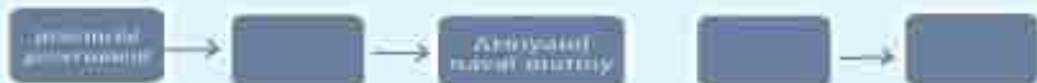
Using role play, dramatise the October 1917 social unrest against the provincial government in Russia.

Note: As you cannot have a cast of thousands in your class, each participant in the role play may have to speak for a whole group of the population.



### Activity: Class assignment

1. Complete the following order of events from February 1917 to the end of Civil War in Russia.



2. Present a similar flow chart showing how the Bolshevik party was formed. Annotate the chart to show what their agenda was.

## Activity 4: Lenin and the Russian Revolution

Vladimir Lenin was among the most influential revolutionists of the 20<sup>th</sup> Century. In October 1917, he took over power in Russia by the Bolshevik party. He was the founder and head of the USSR (The first Communist Government in the world).



*Fig. 2.3: Vladimir Lenin*

### Role played by Lenin in the Revolution

He agitated and organised a revolution which he believed was to be inevitable in Russia. This made him to emerge as a prominent figure in the International Revolutionary Movement.

Lenin returned from exile in Switzerland, with the help of the Germans. They allowed him to travel through the war zone in a sealed train, to take over the leadership of the Bolshevik faction of the Russian Social Democratic Worker's Party.

When Lenin took over the government, he signed a peace pact with Germany and withdrew the Russian troops from the war front. He then embarked on a campaign known as the 'Red Terror' where he ordered Leon Trotsky (a former Menshevik), to engage the Bolshevik Red Army in a Bloody Civil War against the Whites (a loose collection of armies united by their opposition towards Bolshevism). In this struggle, Lenin used the Marxist ideas and bloody practices of class warfare. He ordered the use of brutal tactics not only against the Whites



but also to civilians. This led to the murder of many Russian peasants, and a consignment of thousands into concentration camps. They were seen as enemies of the Revolution. In 1921, Lenin's economic innovations caused a terrible famine which killed nearly 5 million people.



*Fig. 2.4: Lenin talking to Vladimir Zagorsky, secretary of the Moscow Committee of the Russian Communist Party, in 1919*

In 1918, he was almost assassinated but survived with severe injuries. The injuries affected his long term health. Despite the attempted assassination, the Civil War continued. In 1920, the Bolsheviks emerged victorious and assumed total control of the country. During this period of Revolution, war and famine, Lenin demonstrated total disregard for the sufferings of his fellow countrymen and mercilessly crushed any opposition against Marxist ideals.

In 1922, Lenin became ruler of a united Russia, which he renamed the Union of Soviet Socialist Republic (USSR). Although he was a ruthless leader, he was also pragmatic. He worked tirelessly to transform the Russian economy to a socialist model. In January 24, 1924, Lenin suffered a fatal stroke, his body was embalmed and placed in a mausoleum in Moscow's Red Square.

## Source 8

# LENIN PLACES HOPE IN HIS NEW POLICY

But Reversal of Most of Their  
Theories Puts Severe Strain  
on Communists.

HELD BY PARTY DISCIPLINE

"Safeguarding the Workers From  
Exploitation" Is Now the Bolshe-  
vist Formula for Communism.

By WALTER DURANTY.

Special Cable to THE NEW YORK TIMES.  
Copyright, 1921, by The New York Times Company.

MOSCOW, Sept. 5.—Lenin's new economic policy has put a severe strain on

the famine was expected by more than a very few. The famine did little more than bring home to the mass of the party the necessity for change, which was already obvious to Lenin and other leaders.

The new policy is a concession not to capitalism, but to the peasants. Clauses in the decree embodying it that establish liberty of private trading and encourage the use of money are destined to reassure the peasant producer that he will be able to sell food and buy manufactured goods with the proceeds. The clauses directed to the stimulation of industrial production by the lease of factories and reintroduction of the system of bonuses, &c., is destined to provide manufactured goods for the peasant to buy. Unless this can be done, virtual elimination of urban workers will occur.

### Ways Open to Aid City Workers.

At present they are on mighty short commons, despite the fact that this is the first year of peace Russia has enjoyed since 1914. The reason is not wholly the famine, for as Mamenef himself pointed out the harvest in the rest of Russia so far exceeded the estimates as to attain the expected total for the whole country, despite the almost total failure of crops in the afflicted area. But even should the new policy fail to check the process of reduction of the

What is the message of hope in the source above?

To what extent do you think the source reveals the journalist's attitude to communism.

## The Bolsheviks under the guidance of Lenin were able to take over power from the provincial Government because:

1. They controlled strategic key political and administrative centres in Petrograd.
2. The Bolsheviks had their own well organised military, which was well guided with clear strategies.
3. The Bolsheviks were practical, for example, the change of policy from socialism to Marxism appealed to the masses, giving them an opportunity to seize power.
4. The provincial government's decision to continue with Russian troops in the war led to famine, breakdown of law and order and making the regime a weak target.

5. Lenin was a visionary, pragmatic and a quick thinker who was able to motivate and inspire his party.



### Group work

Referring to the Bolshevik Civil War, discuss how Lenin and his government was able to deliver “peace, bread and land” to the Russian people. The group should present its conclusions to the class.

## Activity 5: Stalin and the Russian Revolution

Stalin ruled the Soviet Union from the late 1920s to his death in 1953. He is known as a brutal dictator. During the first years of Bolshevik regime, no one thought that Stalin would ever be the successor of Lenin.

Stalin had racial hatred for the Russian Jews and a disregard for the women folk. During his training in the seminary, he secretly read a lot of literature by Karl Marx which influenced him to support the revolutionary movement against the Russian Monarchy.

### Source 9

Stalin's arrogance and insecurity reached the most farcical proportions when the great motion picture director, Sergei Eisenstein, was chosen to make a film called *October*, to be shown at the Bolshoi Theatre to mark the tenth anniversary of the October revolution. Stalin turned up the day before the first screening and, after seeing the film, ordered Eisenstein to remove any reference to Trotsky, the man acknowledged by the Bolshevik party as the genius behind the October coup, but now regarded by Stalin as his dangerous rival. When the film was screened for the general public the following day, there was no mention of Trotsky from the beginning to end. *Pravda* described the film as a masterpiece, and made no mention of the missing Trotsky.

An extract from Jeffery Archer's book *Mightier than the Sword*

Read the source above. What kind of a leader was Stalin?

Before the war, Stalin joined the militant wing of Bolshevik Party where he was actively involved in strikes, protests, gang violence and even run protection rackets against the government. He organised arson and sabotage attacks on government buildings. He was arrested severally for his criminal activities and was imprisoned in Siberia.

When Lenin was in exile in Switzerland, he appointed Stalin to serve in the first committee of the Bolshevik Party. This position helped him to write and publish articles for Pravda he called on the Bolsheviks to support the Provincial Government. During Lenin's absence, Stalin served in the Party as the nominated Bolshevik leader within Russia. He worked closely with Lenin, this helped him rise in the ranks of the party. For example, he assisted Lenin's flight to Finland after the failed July Days Bolshevik Uprising against the Provincial Government. Lenin trusted Stalin so much that he became his right hand man or by carrying out instruction reliably and effectively.

### **Impact of Stalin in Russian Politics**

1. Soviet Union was transferred from a peasant economy to an industrial super power.
2. During the World War 2 (1939-1945), he aligned himself with Britain and America to fight against Germany.
3. After World War 2, Stalin stated the process of alienating the Communist Empire from the Western ideology of Capitalism. This culminated to the Cold War (1946-1991) increasing tension with the Western powers. The Cold War divided the world into two ideological blocks that is the Communism and Capitalism. These ideologies had far reaching political, social and economic effects in Europe, Asia and Africa.

### **Stalin and the Union of Soviet Socialist Republics (USSR)**

In 1922, he forged an allowance known as the Troika to take power after the death of Lenin. He launched a series of 5 years plan, which was intended to transform the Soviet Union from a peasantry society to an industrial super power.

He initiated an economic plan that was carried out through collectivisation of farms. The economic plan led to wide spread class wars and famine across the Soviet empire. This led to death of millions of people.

He was a brutal dictator (totalitarian). To eliminate all his potential enemies, he

expanded the powers of the secret police and encouraged them to spy on those perceived to oppose him.

He instituted campaigns. His campaigns were referred to as the Great Purge. It was designed to get rid of the Communist Party, the military and other parts of the Soviet Union who opposed him.

In the Soviet Union, he built a cult personality around himself. Many cities were renamed after his honor. He also created mythologies in all aspects of his life. His personality was seen in art work, music, literature and his name became part of the Soviet national anthem.



### *Group work*

Discuss the methods used by Stalin to create a totalitarian state. Produce a mindmap, spider diagram or poster to present your conclusions to the class.



### *Pair work*



From the pictures and what you have learnt about Stalin and Lenin:

1. What do you find interesting about the two personalities?
2. What are their similarities and differences?
3. Analyse their roles in the Russian Revolution.

## Activity 6: Leon Trotsky and the Russian Revolution

Leon Trotsky is among the leading Communists who helped to ignite the Russian Revolution of 1917. He was among those who built the Red Army which the Bolshevik Party used to take over power from the Provincial Government. He was exiled many times and was later assassinated by Soviet agents for opposing Stalin's aristocratic regime.

While in school, he got impressed by the ideals of Marxism which influenced his activities as a revolutionist.



*Fig. 2.5: Leon Trotsky*

### Trotsky and the Proletariat Russia

In 1897, Trotsky was among the founders of the South Russian Workers Union. Due to his active role as a revolutionary, he was arrested and spent two years in prison. He was later tried and convicted to serve a four years sentence in Siberia. While in prison, he got married to a former revolutionary who had also been sent to exile in Siberia. In 1902, after serving for two years in prison, he escaped from prison. He then used forged papers to change his name to Leon Trotsky, a name which he was to use for the rest of his life. Using the forged documents, he traveled to London, England where he joined the Social Democratic Party. He then met Vladimir Lenin and together they worked to foster the Russian Revolution of 1917.

### Trotsky and the Provincial Government

The Socialist Party split into two factions, one was led by Lenin and the other one by Mastov. Trotsky acted as a mediator and tried to bring the two factions together. Many of the professional revolutionaries including Joseph Stalin supported Lenin

and Trotsky was seen as disloyal to Lenin for taking a neutral stand.

In January 22, 1905, Tsar Nicholas II ordered his troops to open fire to the unarmed demonstrators in Petrograd. When Trotsky heard about it, he returned to Russia to become the leader of the movement. In December 1905, the revolutionary movement was crushed by government troops and Trotsky was arrested and sent to exile in Siberia. During his trial, he impressively argued his case to defend himself which helped increase his popularity among the professional revolutionaries. While serving his prison sentence, Trotsky wrote and advocated for anti-war policy in revolutionary journals including Pravda.

After the provincial government took over power from Tsar Nicholas II, Trotsky tried to return to Russia but he was intercepted by the Tsar's secret police. He was detained but the provincial government demanded for his release.

### **Trotsky and the Bolshevik Party**

In May 1917, he tried to help the provincial government solve some of its problems. He later criticised how the provincial government was conducting its affairs. He differed with the new Prime Minister, Alexander Kerensky who ordered for his arrest and imprisonment. While in prison, he was allowed to join the Bolshevik Party and he was released soon after. After his release, he was elected the chairman of Petrograd Soviet. He continued with his opposition towards the provincial government.

In November 1917, the Bolshevik party overthrew the provincial government resulting to the formation of Council of people's Commissars where Lenin was elected the chairman. He was later appointed the leader of the Bolshevik Red Army which defeated the anti-Bolshevik white army. In 1920, due to his outstanding leadership he led the 3 million troops to victory and the Bolshevik took control of the Soviet Government. He was then elected a member of the Communist Party Central Committee, becoming the second in command after Lenin.

Trotsky advocated for state control of trade unions. This made him collide with Lenin who accused him of harassing the workers. This conflict escalated and Lenin demanded that Trotsky change his position over control of the Proletariats. His stand against the formation of trade unions made him lose his political influence among the Russian workers.

Meanwhile, Stalin took advantage of the conflict and in a meeting in March 1921, he influenced the replacement of most of his supporters in the Bolshevik Party

with Stalin's close allies and associates. He later dropped his hardline stance and even helped Lenin to suppress a protest by sailors who opposed the Bolshevik tactics. After the death of Lenin, Trotsky was seen as the imminent heir, but Stalin maneuvered his way to earn support of his allies to oppose Trotsky. Stalin took over power and used his position to discredit Trotsky's role in the Russian Revolution and his military record.

#### Source 10

Dear Comrades! The lying Stalinist press has been maliciously deceiving you for a long time on all questions, including those which relate to myself and my political co-thinkers. You possess no workers' press; you read only the press of the bureaucracy, which lies systematically so as to keep you in darkness and thus render secure the rule of a privileged parasitic caste.

An extract from Leon Trotsky letter to the Workers of the USSR

What do you find interesting about this source? Think about not only the message but also Trotsky state of mind.

In October 1927, Stalin expelled him from the Central Committee of Bolshevik Party and exiled him in Alma-Ata, a remote location in present day Kazakhstan. In 1929, Trotsky was completely banished from the Soviet Union and he had to spend his life in exile in many countries including Turkey, France and Norway. While in exile, he wrote articles full of anti- Stalin messages and criticised Stalin over his brutal regime that had led to death of millions of Russians.

In the 1930s, Stalin started the Great Purge campaigns and named Trotsky in absentia as a major enemy of the Soviets. In August 1936, a group of his allies were charged with treason and Stalin ordered their execution. Trotsky moved to Mexico and continued writing articles which were critical of Stalin's leadership. Later, Stalin sent a member of his secret police to Mexico to assassinate Trotsky. In August 1940, he attacked him with an axe, and he died a day later.

After the death of Stalin, his reputation was officially rehabilitated by the Russian government. He is credited as the most brilliant intellectual of the Communist Revolution. To some people Trotsky was a true Hero of the Bolshevik Revolution.



### Source 11



The propaganda portrayed Stalin as a brilliant and kind, all-knowing figure who would lead the world's people to socialism calling him the 'father of Nation'



#### Pair work

Write an article similar to the propaganda Stalin used to discredit Trotsky's role in the Revolution and in the Bolshevik party. Find the examples of this propaganda. Take to the teacher to assess. Research examples of similar propaganda. Your teacher will explain the expectations you should aim for in your article.

## Activity 7: Effects of Russian Revolution on world History

### Impact of Russian Revolution in Europe

1. The Revolution ended the Romanov Monarchy which had ruled the Russian Empire for 500 years.
2. The Revolution removed Russia from the World War I in 1917, a year before the war ended.

3. It led to the creation of the Soviet Union (Russia was composed of many different nationalities).
4. The end of the Tsar Nicholas II's rule ushered in a new economic order in Russia. Through the Stalin's five years plan, the Soviet economy was industrialised and Russia became a super power in Europe.
5. It led to the creation of the two ideological power blocs. That is, the Capitalist bloc led by USA and the Communist bloc led by USSR.
6. The Revolution helped stop European imperialism in Africa. Russia through the COMINTERN was the first country to support the idea of independence of all African states.

### **Effects of Russian Revolution in Africa**

1. The Bolshevik victory influenced Africans to take their own fight against colonialism. The Soviets supported several independence movements in Africa, they gave diplomatic help and later provided financial and military support.
2. The news of the victory of the Bolshevik and the events of the Revolution by the proletariat spread like wild fire in Africa, for example, it triggered the Egyptian rise against British colonial rule in 1919.
3. African mercenaries from countries like Senegal heard about the October 1917 Revolution during World War 2. This inspired them and gave them hope for their own struggle for freedom in their own countries.
4. After World War 2, Stalin led the Soviet Warsaw Pact states in bitter ideological conflict with America. The Americans dominated the Capitalists (NATO) which resulted in Cold War (1946-1991) which had far reaching effects on colonial Africa.
5. During the Cold War, Africans were not interested in the ideologies propagated by the Soviet (Communism) or the USA (Capitalism) but they were more interested in the military support to help their independence movements. For example, most of the French and Portuguese colonies became independent due to the help they received from the Communist's Eastern bloc. By 1975, many of Portuguese colonies were able to achieve their independence through the support of the Russian Communists.
6. The Revolution greatly inspired South Africans independence activists to desire freedom and independence. In Angola, the members of the People's Movement for the Liberation of Angola (PMLA) came to dislike anti-Communist ideologies to a point of risking their lives against other Angolan

rebel movements. For example, in 1977, the movement massacred an estimated 80,000 people who were thought to be supporters of Western Capitalism. The movement received a lot of military support from the Soviet Union, Cuba and other socialist countries like the German Democratic Republic (GDR). Angola became one of the many African countries that had a Communist one-party system.

7. Additionally, many African elites got inspired by the works of Karl Marx. This made them to support the Communist liberation movements. The revolutionaries commented on the importance of Marxist ideas in debates about colonial and racial liberation, leading to the formation of various Pan-African Movements in Europe and USA.
8. Through the Communist ideologies, the national and religious cultures of many African communities were suppressed to match those of Communism.
9. After the collapse of the Soviet Union, multi-party systems emerged in Africa.



### *Pair work*

Compare the communist dictatorship in the Soviet Union with dictatorships in some African countries. Present your findings in a form that you think best explains the similarities and differences.

## **Activity 8: Mikhail Gorbachev's reforms and their effect on Europe and Africa**

### **USSR under Gorbachev's rule**

Mikhail Gorbachev became the Secretary General of the Communist party of the Soviet Union in 1985. He was the youngest member of the ruling Politburo that voted him into power. At the age of 54, he was elected the leader of the Soviet Union. Gorbachev introduced profound changes in economic, internal affairs and international relations. This drastically altered the course of Russian history and ultimately led to the collapse of the Soviet Union. Gorbachev's "new thinking" policy spread to Eastern Europe and people were calling for an end to Communist rule. Subsequently, the true life and work of the former Soviet leader Stalin was uncovered. This included mass murder which he had manipulated to boost his image in the media. He wanted to appear favourable and to hide his dishonesty in running the state. The reforms in the Soviet government made the

Union to be more approachable. It also made Russia to become a modern state by moving away from the authoritarian rule of the past. Although the Soviet Union ultimately collapsed in 1991, Gorbachev was still in office. His reforms were generally considered a positive thing for both the nation and its people.

Gorbachev realised that even though the Soviet Union was competing with USA for supremacy in political and military leadership, the economy of USSR was weak. The citizens of the Soviet Union had relatively poor living standards. They also lacked the basic freedoms. The same difficulties were experienced by citizens of the Communist nations of Eastern Europe who were controlled by the Soviets.

Gorbachev took a new approach to solve those problems.



*Fig. 2.6: Gorbachev in a press briefing*

## **Gorbachev’s reforms and the Soviet Union**

On the domestic front, he undertook reforms known as **Glasnost** (or more open consultative government) and **Perestroika** (or reforming the economic and political system) while in his foreign policy. These reforms were known as “new thinking”. These policies left a remarkable mark on the history of the world.

### **1. Glasnost**

Glasnost is a literal translation of “openness” or more open consultative government. It was a new model and a standard way of governance. It was used by Gorbachev in an attempting to bring a new order in the Soviet Union. Glasnost was a set of policies created in the late 1980s. Its objectives were:

- i. To make the government of the USSR more transparent.

- ii. To increase accessibility to the affairs of the government.
- iii. To ease censorship laws and the strict social controls, these laws were imposed by the government and it gave greater freedom to the media, religious groups as well as citizens to express divergent views.
- iv. To democratise the political system from USSR to an elected form of government.
- v. To make the Soviet Union free in line with other modern industrialised countries.

## 2. Perestroika

Perestroika is a literal translation for restructuring or reforming the economic and political system. Previously, it was the policy of forced Communism “the Brezhnev Doctrine”. It was used by the Soviet government in Moscow to control and maintain the affairs of the satellite countries. Through his efforts, Gorbachev replaced this policy with a policy of Non-interference (Sinatra Doctrine). The name was from the Foreign Ministry spokesman Gennadi Gerasimov during an appearance on the American news show “Good Morning America”. This reform:

1. Overhauled and removed all the top members of the Communist Party.
2. Focused on economic issues and he replaced the centralised government planning, which was the hallmark of the Soviet Union System which greatly relied on the prevailing market forces.
3. Allowed the Eastern European Soviet controlled states to go their own way, and pursue their political and economic systems without the fear of invasion by the soviet troops.



### Pair work

Write a letter to Gorbachev congratulating him for his reforms towards easing of media censorship. In your letter, identify the advantages of such a move.

## Gorbachev reforms on Foreign Policy

Gorbachev’s internal reforms went hand in hand with his new approaches to the Soviet foreign policy. Determined to end the rivalry on nuclear with the USA, he pursued negotiations with the then American president Ronald Reagan. Gorbachev took part in five summits (1985-1988) which resulted in signing the Intermediate Range Nuclear Forces Treaty. Although Reagan had held strong anti-communist

views intensifying the cold war throughout the 1980s, the two leaders managed to find a common ground. Despite his reforms, Gorbachev remained committed to the principles of Socialism and was determined to maintain the Soviet Republic as one nation. Gorbachev had hoped that his reforms would modernise and improve the Soviet Union which had been in existence since 1992. Instead they led to the dissolution of the USSR, while his reform spirit led to his final downfall.

### **Effects of Gorbachev's reforms to Russia**

1. Through the new policy, East Bloc governments were allowed to be more autonomous and self-governing.
2. It allowed individuals to have access to the government activities and the citizens got a voice over the affairs of their country.
3. The policy is revered for allowing a greater freedom of speech to the Soviet people as the citizens were allowed to interact with the media of other countries.
4. The Soviet union government policy of transparency allowed the citizens to discuss, deliberate and debate on what the government was doing in a public setting, something that had previously been forbidden.
5. The citizens of the Soviet Union became extremely outspoken about the failure of their government. The formerly censored sections of the libraries were made accessible to the people once again and the restrictions on the press and media were also lightened.
6. Individuals were permitted to openly criticise their government without fear of harsh repercussions. Many citizens began to vocalise their concerns about what they saw as the failure of their authoritarian government.
7. Since the media was not under the control of the state anymore, the satellite states powers were free to report resistance and run stories that were not in the government's favour.
8. Glasnost is also largely credited for creating policies that led to the downfall of the Soviet Union.
9. The non-intervention policy ultimately led to the fall of the Berlin Wall on November 9, 1989.



#### **Role play**

Using role play, dramatise an imagined conversation between Gorbachev and Ronald Reagan. Gorbachev is trying to persuade Regan to be more positive towards communism.

## Impact of Gorbachev Reforms in the world

1. With the introduction of the Glasnost policies, the United States and other countries became more willing to work and have relations with the Soviet Union, something that had been cut under the strict censorship policies.
2. Through the Intermediate Range Nuclear Forces Treaty, Russia and America agreed to significantly reduce their stock piles. Ultimately, the number of troops and tanks that were based in the Eastern bloc countries were reduced, an action that brought an end to the arms race.
3. His policies set the stage for the end of Cold War (the largely political and economic rivalry between the Soviets and their allies that had emerged after World War 2).
4. His initiative to abandon Soviet union control of the communist nations of Eastern Europe set the stage for the collapse of the Soviet Union which dissolved into 15 individual republics.
5. Communist regimes fell in Poland, Hungary, East Germany, Czechoslovakia, Bulgaria and Romania, which led to dismantling of the Berlin Wall.
6. The fall of the Berlin Wall led to the reunification of Germany in October 1990.

### Key words

<b>Abdicate:</b>	Renounce one.
<b>Aristocrats:</b>	Members of the highest class in some societies.
<b>Atheism:</b>	The rejection of belief that any deities exist.
<b>Discontent:</b>	Lack of satisfaction.
<b>Dissident:</b>	A person who opposes official policy, especially that of an authoritarian state.
<b>Embalm:</b>	Preserve a corpse from decay.
<b>Imminent revolt:</b>	A revolt that is about to happen.
<b>Maimed:</b>	Wounded or injured so that part of the body is permanently damaged.
<b>Mausoleum:</b>	An impressive building housing a tomb.
<b>Monarch:</b>	A sovereign head of state, especially a king queen, or emperor.
<b>Polarised:</b>	Divided.

- Proletariat:** Workers or the lowest class of citizens in ancient Rome.
- Repressive:** Restraining personal freedom.
- Socialism:** A theory of social organisation which advocates that the means of production, distribution and exchange should be owned or regulated by the community as a whole.
- Totalitarian state:** A relating system of government that is centralised and dictatorial.



## Colonisation and independence in Latin America

### Activity 1: Colonisation of South and Central America by the Spanish and the Portuguese

Did you know that Spanish rule in the Americas ended in 1898?

**Latin America** refers to nineteen independent states, other territories and dependencies. These dependencies extend from the Northern border of Mexico to the Southern tip of South America including the Caribbean. In the Treaty of Tordesillas in 1494, the earth outside Europe was divided into two by the Spanish and Portuguese (Castilian and Portuguese areas) just for conquest and colonisation. The Spanish were the first Europeans to set foot in Central and South America. Christopher Columbus was a sailor in Genoa. When he landed in Bahamas, he claimed the land of Spain. Later, Hernan Cortes from Spain also came to Mexico and conquered the Aztecs in 1521. The Aztecs lived in Mexico where they had an empire. Later, Francisco Pizarro conquered the Inca. The Inca had a vast empire covering what is present day Peru and parts of Chile. Large parts of Latin America had precious metals like gold and silver, which attracted the Europeans. There were vast lands suitable for agriculture.

The following are different portraits of Christopher Columbus:

Source 1



Debate whether Columbus was a hero or a criminal.

### Points to remember

The Spanish were the first Europeans to set foot in Central and South America. Forced labour, wars of Conquest, smallpox and measles killed many Latin Americans.

The Spanish introduced forced labour on farms and on mines. They also came with diseases from Europe like smallpox and measles, which killed many Native Americans. The wars of conquest and forced labour killed many Latin Americans. As forced labour reduced due to deaths, more Spaniards were asked to come to America for labour. Africans were imported to do the hard labour in the mines and plantations as the Spanish labourers did softer jobs.

The Portuguese explorer Pedro Alvares Cabral discovered Brazil around 1500. The Portuguese then followed and settled in the area. They were very interested in a tree that produced red dye. Their government encouraged migration of Portuguese into Brazil. They promised the migrants large pieces of land and free labour from the Natives. The Portuguese introduced forced labour and slavery to ensure enough labour supply just like the Spaniards did.

The Portuguese and Spaniards exported raw materials from their farms and mines to Europe, making their countries of origin grow rich. Native religion and culture was suppressed in the whole of Latin America. Western priests who thought they were devilish burned whole libraries of Native Codices.

In Spanish colonies, government officials were given lands with everyone who lived on them. The officials were to protect these people but they enslaved them instead. The Natives were not allowed to report abuses. The official language in courts was Spanish and very few locals knew Spanish by then. Many courts were therefore out of reach of the Natives due to language barrier.

The Spanish destroyed existing traditional rulers. They killed the very powerful ones. Others were stripped of their ranks and wealth. In Peru, some Inca Nobility managed to hold onto their money and influence for some time.



Fig. 3.1: Map of Latin America as it is today



### Class assignment

Study the map of Latin America above then answer the questions below. Identify the indigenous populations that lived in different parts of South America in pre-columbian (Before Columbus).

### Source 2

Columbus wrote the following about one of his Voyages.

*Following the light of the sun, we left the Old World.*

*No one should fear to undertake any task in the name of our Saviour, if it is just and if the intention is purely for His holy service.*

*For the execution of the voyage to the Indies, I did not make use of intelligence, mathematics or maps.*

Do you think what Christopher Columbus was doing was in the service of God or not? Give reasons.

## Impact of colonisation on Native South Americans

### Positive Impacts

1. European goods were introduced in South America especially metallic goods.
2. There was intermarriage between the Native South Americans and the European immigrants.
3. Road systems, waterways and railways were built mainly to promote export and import of goods.
4. Many Native South Americans adopted Christianity especially Catholicism.
5. Education institutions were set up.

### Negative Impacts

1. Many Native South Americans died from wars of conquest, slavery, forced labour and diseases.
2. The Europeans enslaved the Natives to work on their farms homes and mines.
3. Diseases like smallpox, measles, tuberculosis, gonorrhoea and influenza spread to the South American continent from Europe.
4. Europeans who started vast plantations of cash crops like sugarcane and cotton took large pieces of land that formerly belonged to the Natives.
5. It led to the fall of Native American empires and the collapse of the Aztec, Maya and Inca Civilisations.
6. The Native South Americans were eventually marginalised up-to-date. The death of their traditional leaders and stripping of powers from others, made the Natives have no one to represent them in government to fight for their rights.
7. Severe looting of resources and little development in the colonies, led to a stunted economic and cultural growth of the region. South America is less developed compared to the rest of America.



*Fig. 3.2: An Aztec artifact*



*Fig. 3.3: A Mayan temple*

### **Reasons why just a few Europeans were able to conquer many Native South America**

1. The Natives were tribal and did not present a united front against the colonists. They were conquered one by one.
2. Some Natives collaborated with the invaders to conquer fellow Americans.
3. Europeans had better weapons than those of the Americans.
4. Technology like map reading and transport and communication systems, enabled Europeans to gather information on the Americans faster than how the Americans got information on Europeans. The Europeans clearly knew the weak points of the Americans. They knew their terrain and their history so they used this to their advantage.
5. Some Europeans came in a friendly manner. The locals never thought they were enemies until it was too late.

### **Impact of Latin America colonies on development in Europe**

1. Latin America colonies were producers of many crops like sugarcane, cotton, coffee and cocoa. For example, Brazil was famous for the production of sugar and became the leading producer of sugar in the world. These crops were exported to Europe and were used as raw materials in their manufacturing industries, hence promoting industrialisation.
2. Latin America was full of mineral resources like copper, silver, gold, tin and nickel, which were used in their industries.
3. Europeans like the Portuguese and Spaniards, controlled a lot of the plantations and mineral wealth in Latin America. The profits from the sale of these products, were remitted back to their mother country.

## Latin America's reaction to colonisation



### Pair work

In secondary 3, you studied the period when Sudan was ruled by the Turko-Egyptians and the civil war when South Sudan was fighting for independence. From what you know of these and other periods of history, how would you define resistance and collaboration?

Some Latin Americans collaborated while others resisted. Some collaborated but later changed their mind and resisted. Spanish conquerors were known as **Conquistadors**.

In the Aztec Empire, the Aztecs put up a brave fight. They lived in what is today's Mexico. Some locals like the Tlaxcala and the Totonacs joined the Spaniards to fight other locals. The Aztecs were defeated in 1521.

In Inca land, the Spanish killed the Inca rulers they found because they resisted their rule. They then chose a puppet leader known as Manco Inca. He was a collaborator at first, but later got angry because of the way the Spanish disrespected him, they exploited Inca resources and enslaved his people. They used to torture him to reveal where there was gold and silver. He ran away in 1536 and staged a nine-year Guerilla War against the Spaniards. He was finally killed in 1544.



Fig. 3.3 Manco Inca the puppet leader

The Maya lived in Mexico, Guatemala, Honduras and El Salvador. They fought the Spanish using guerilla warfare. They fought with spears, arrows and wore padded cotton armour to protect themselves. However, they were finally conquered with the help of local Mayan collaborators.

The Portuguese also faced a lot of resistance in Brazil. The locals fought with stones, bows and arrows. The Tupi speaking people that they found there were organised in many groups. Some had conflicts with each another. They were Cannibals.



### Group work

R	O	D	A	T	S	I	U	Q	N	O	C
B	V	P	N	J	R	Q	L	J	J	A	A
S	R	Q	T	S	S	A	C	B	N	V	E
G	V	W	J	E	E	K	J	O	A	S	E
V	Y	Z	K	C	V	H	T	S	L	F	H
R	T	J	M	I	I	O	V	A	K	B	A
B	K	Q	V	D	T	V	B	Y	J	C	D
A	L	K	J	O	A	I	A	A	E	H	Y
S	B	M	O	C	N	A	M	M	F	V	I
T	A	H	I	N	P	Q	P	V	G	J	F
X	W	N	A	C	N	I	F	G	H	K	B
V	V	C	O	Q	R	X	Y	A	Z	V	D
Z	T	S	R	E	B	C	X	Z	V	Y	M
D	A	X	T	N	O	Q	P	R	V	A	E

- a. From the word search above, find the following words. The first one has been done for you.
  1. Maya.
  2. Inca.
  3. Manco.
  4. Natives.
  5. Codices.
  6. Totonac.
  7. Empire.
  8. Cannibals.
  9. Conquistador.
- b. Write down the meaning of the words you have found.

## Comparison of Latin America colonisation and the colonisation of Africa

In both the Latin America colonisation and colonisation of African colonisation:

- a) Colonialists mainly used divide and rule tactics.
- b) The locals resisted using guerilla warfare in many areas.
- c) They had the support of foreign nationals who shared their cause.
- d) Nationalists had divisions amongst themselves in their approach on how to fight for their independence.

However, countries in Latin America got their independence relatively earlier. This could be because they were also colonised earlier than Africa. Most of the Africans got their independence in 1960s. They used deadly weapons to make the Europeans to surrender. In Mozambique, Portugal did not want to let go of this colony, the nationalists had to carry out serious sabotage activities like the bombing of bridges and setting on fire five oil refineries.



Fig. 2.4 Spanish Conquistador



### Class discussion

1. Compare the reaction of indigenous Latin Americans to European invasion of their land to that of Africans.
2. Present your conclusions to the class.
3. Why do you think there are so many similarities?

## Activity 2: Factors that led to the independence movements in Latin America

This movement started in the late 18<sup>th</sup> Century to early 19<sup>th</sup> Century. It led to the independence of many countries that were colonised by the Portuguese, Spaniards and French. It was greatly influenced by the American and French Revolutions. In Spanish America, the Peninsular War which led to French occupation of Spain made the Americans not sure on whom to pay allegiance to. They took advantage



of this weak point in Spain and started demanding for their independence. In French colonies, the desire for independence was shown in various ways like the slave revolts in plantations in the North of South America and the Caribbean. In 1791, Haiti underwent huge slave revolts where slaves killed their masters. They revolted against the whole plantation system where they were overworked, whipped and tortured. The slaves declared their independence in 1804. In Brazil, the Portuguese did not have it easy either. The Brazilians staged a war against the Portuguese from 1822 to 1823 when the last Portuguese soldier surrendered.

These resistance movements were also sparked off by other factors in the whole of Latin America. These included heavy taxation, not being allowed to vote and other social inequalities. People of mixed races like the Creoles, Mulattoes and Mestizos were tired of being treated as second-class citizens by those of pure European blood who felt that they were superior.

In Mexico, a catholic priest known as Miguel Hidalgo led the rebellion against Spain but was not very successful. He was captured and executed but other rebels continued the fight and finally defeated the Spaniards.



*Fig. 3.6: Miguel Hidalgo*

In Central and South America, the local leaders rebelled against Spain and formed what they called the United Provinces of Central America. They created 'free areas' which led to the birth of Guatemala, Honduras, Nicaragua, Costa Rica and El Salvador.

The most famous of the independence movements in Latin America was that led by Simon Bolivar popularly known as 'the Liberator'.

### Points to remember

#### Factors that led to independence movements in Latin America

- Heavy taxation
- No freedom to vote
- Social inequalities
- Slave revolts
- Peninsular War which made the Americans not sure of who to pay allegiance to.

#### Similarities between the independence history of Latin America and the independence History of Africa

1. In both, the nationalist used both peaceful and violent methods to get their independence. They could hold peaceful protests. For example, in Haiti, the slaves killed their masters and in Kenya, the Mau Mau fighters also attacked homes of Europeans and killed them.
2. In both, the independent movements fought for a long time.
3. In both, there was shedding of blood to get the liberation. The nationalists had inferior weapons compared to the Europeans. Many were killed during this liberation period.
4. In both, they formed political movements and parties to fight for their independence and to mobilise the local people. In Central and South America, there was the United Provinces of Central America and the Patriotic Society in Venezuela. In Africa had the Black Consciousness Movement in South Africa, the Front for Liberation of Mozambique, the Kenya African Party in Kenya and the Sudanese Liberation movement on South Sudan.

#### Activity 3: Simon Bolivar (1783-1830)

He was born in 1783 in a rich creole family in Venezuela. He was educated and travelled in Europe and other parts of the world. He read the works of Hobbes, Spinoza, Montesquieu and Jacques Rousseau. This made him believe in reason, progress and highly in freedom. He described liberty as '*the only object worth the sacrifice of man's life*'. He wanted equality of all men regardless of creed, class or colour. He believed that the government should be responsible for the well being of the people. His education and travels opened his mind to many issues going on in the world. He said '*only the majority is sovereign*'. '*He who takes the place of the people is a tyrant*'. He was schooled at home by tutors but also attended school in Spain including a military school. This republic was short-lived. In 1812, a

Spanish force together Venezuela's royalists subdued it and Bolivar escaped to New Granada.

#### Quote

*"Liberty is the only object worth the sacrifice of man's life"*

*Simon Bolivar*

He led the revolutions against the Spanish rule. Unrest and rebellion against Spanish rule had existed earlier in America, it was not until 1808, that independence movements were felt more. This was after the French took over Spain and the Spanish Monarchy lost its legitimacy. It was now unclear on who had the authority over America, a situation the Americas exploited. In this spirit, in 1810, the Creoles in Venezuela, New Granada, Argentina and Chile formed Juntas to rule over these areas. The colonial governor in Caracas was deposed and an independent Junta was established. Bolivar who was part of this rebellion was promoted to Colonel in this militia. He was appointed the head of a diplomatic mission in London. After coming back from London in 1811, with his team he arranged on how to get independence with the help of his team. The Patriotic Society of Caracas, which was formed by the nationalists, declared independence in July 1811. It founded the First Republic of Venezuela. The constitution of the new republic provided for a Federal structure of government, equality of all races and abolition of privileges for the clergy and Military. However other races were still excluded from voting since property qualification and slavery was still retained.



Fig. 2.7: Simon Bolivar

#### Quote

*"Only the majority is sovereign. He who takes the place of people is a tyrant"*

*Simon Bolivar*

Bolivar, later launched a campaign against the Royalists in Venezuela, with the help of the United Provinces of New Granada. He came back to Venezuela in 1813, and declared a second republic, which again failed shortly because he had not won the full support of other races. These other races had even been convinced to fight for Spain. He once again returned to New Granada.

In 1814, Joseph Bonaparte, who was the French ruler imposed on Spain was removed, the Spanish were now back in power. In 1815, a big Spanish army attacked America and by 1816, both Venezuela and New Granada were fully back under Spanish royalists.

Bolivar and another nationalist Jose San Martin, decided to change their strategy of attack. Bolivar took on the North, while San Martin took on the South. Bolivar returned to Venezuela in 1817, and took the town of Angostura on his first campaign. He established his headquarters there and recruited people. The location of the town enabled him get supplies through the sea. He befriended the Blacks and Indians who joined his army. He carried out surprise attacks against royalists conquering towns like Boyaca and Bogota. He lost a lot of his men as he crossed plains and the Andes Mountains. The victory at Boyaca liberated the New Granada. In December 1819, the independence of all provinces of the vice royalty of New Granada was declared. The Gran Columbia was created with Bolivar as its first president. It was made up of present day Venezuela, Columbia and Panama. In 1821 it became a republic with a new constitution.

He embarked on liberating other areas especially to help his friend San Martin, who was still struggling with royalists in Peru. He managed to liberate the present-day Ecuador and Bolivia. He set up constitutions there as he had done in Gran Colombia. Other countries also joined the Gran Colombia. For example, Ecuador joined in 1822. He finally managed to get Peru in 1824, which also joined the union.

Bolivar always dreamt of forming the United States of South America. He dreamt of uniting all South American states into one nation, just like the United States of America. Many who did not share the that dream opposed him greatly. People of Gran Colombia also differed a lot on the type of constitution to adopt, whether Centralised or Federal. There was poor transport hindering good management of this huge country. The citizens there also lacked strong cultural and economic ties between them. Bolivar faced a lot of opposition making him resign from government. Infact by the time of his death, countries like Venezuela and Ecuador had already left the union.

## Key words

- Cannibals:** An act of one individual of a species consuming all or part of another individual of the same species as food.
- Conquistadors:** Refers to soldiers and explorers of the Spanish Empire or the Portuguese Empire.
- Mestizos:** A person of combined European and Amerindian descent.
- Militia:** A military force that is raised from the civil population to supplement a regular army in an emergency.

**Activity 1: The Great Powers and the Middle East after World War 1**

The Ottoman Empire had been named the ‘Sick Man of Europe’ having weakened for nearly a Century. The Ottoman Empire had therefore retreated from its territories in the Balkans before the beginning of World War 1. After the eruption of World War 1, it was not clear which side the Ottoman Empire would support. They finally supported the Central powers against the Allies. This came to be vital as the Ottoman Empire lost its territories which brought the Turkish domination over the Middle East to an end.

Source 1



Source 2



Why do you think the Ottoman Empire was called the sick man of Europe? To answer this question refer to what you did in secondary 3 on the Ottoman Empire or research the size of the empire at the heights of its power and shrinkage that took place thereafter.

What view do you think the cartoonist had of the Ottoman Empire.

The political geography of the Middle East was changed by the World War 1.

During the war, the Ottoman Empire sided with the Central powers against the Allies. The British had promised to support the Arabs only if they would give them support against the Turks. This desire for independence created the tension that led to the outbreak of World War 1. On 28<sup>th</sup> June 1914, Archduke Franz Ferdinand was assassinated in Sarajevo (Serbia) triggering the war.

Other world powers eventually joined the war. Britain in her quest to win the war, gave contradictory promises to her allies, to the Arabs and the Jews. Britain had pledged to support the Jews for national homeland in Palestine. This was through the Balfour Declaration. This was contrary to the promise given to the Arab population living in Palestine through the McMahon Agreement. The Agreement was that if they helped them defeat the Turks, the land held by the Turks would be returned to the Arab nationals who lived in that land. This made the region to experience ethnic consciousness and mixed nationalistic feelings.

The Arabs knew that their victory against the Turks meant the creation of an Arab Nation. On 10<sup>th</sup> June 1916, Sharif Hussein Bin Ali, Emir of Mecca and King of the Arabs, launched the first Great Arab Revolt against the Turks.

In November 1917, the British Government stated its support for a Jewish homeland in Palestine. This was due to pressure from the leader of the Zionist Movement, Baron Rothschild on Lord Balfour to establish a Jewish State in Palestine. This gave the Jews unrestricted immigration which was objected by the Arabs. This further increased the tension between the Arabs and the Jews. By the end of World War 1, a new structure of government emerged in the Middle East.



*Fig. 4.1: Map of Middle East after World War 1*

## Impact of World War I on the Middle East

In October 1918, the World War 1 came to an end. The War had far reaching effect on the people of the Middle East.

These include:

1. The war caused destruction of property and people also lost their lives.
2. The war caused suspicion because the Great Powers, the Jewish people and the Arabs. The Muslim Arabs wanted to create an Arab state as hundreds of Jews are moving into the area, as part of a movement called Zionism.
3. The war led to the breakup of the weakened Ottoman Empire. This raised hopes among the Arab Nationalists who had been under the Turkish rule since early 16<sup>th</sup> Century. The Zionist Movement which had been created by Balfour Declaration gave the Zionist hope.
4. It led to the division of the Ottoman Empire into new entities by the newly created League of Nations. The territories were administered like the trusts by the British and the French, under the supervision of the League, until such a time that the inhabitants were believed by the League members to be ready for independence and self-government.
5. The League of Nations acknowledged the terms of the Sykes-Picot Agreement, as Britain was assigned Palestine, Jordan and Iraq while France was assigned Lebanon and Syria to govern from 1920 to 1948.

Towards the end of World War 2, the Great Powers had become exhausted and had began withdrawing from the Middle East. For example, in 1941, Lebanon got independence from France while Syria achieved self rule in 1946. By 1947, India and Pakistan achieved their independence respectively. In 1948, Britain withdrew from Israel. Hence forth, Britain could not keep peace between the Arabs and the Jews, for example, when the Jews attacked British military headquarters in Jerusalem, almost a hundred soldiers perished. The British taxpayers were no longer willing to risk the lives of their soldiers for the preservation of peace between Jews and the Arabs. Consequently, in 1947, Britain gave a notice to the United Nations Organisation which had succeeded the League of Nations to vacate Palestine.





Fig. 4.2. Map showing the former Ottoman Empire carved by the League of Nations and placed under the mandate of Britain and France



### Pair work

Complete the following table

Events	Years
End of World War I	
Independence in India	1947
Independence in Lebanon	
Independence in Pakistan	
First Great Powers meeting in Paris	

What does the completed table tell you about how the world was changing after World War I?

## Activity 2: The Middle East during World War 2

In 1933, The Nazi took over power in Germany. During the first six years of Hitler's dictatorship, the German Jews felt the effects of more than 400 decrees and regulations that restricted all aspects of their public and private lives. This triggered a massive refugee crisis as German Jews sought to find safe haven from persecution.

Between 1933 and 1936, more Jews moved from Germany to Palestine than to other parts of the world. Hundreds of Jews entered Palestine legally while thousands moved illegally. This increased the percentage of Jews in the Palestinian population from nearly 17 percent in 1931, to almost 30 percent in 1935.

Meanwhile, the Nazi Germany also intensified its pursuit of final solution to the Jewish issue. The years that followed saw massive deportations of millions of Jews to killing centres in a systematic plan of genocide (The holocaust). On 1<sup>st</sup> September, 1939, the Germans invaded Poland triggering the outbreak of World War 2 (1939-1945). Over the next years, Nazi Germany and her allies conquered much of Europe. During World War 2, the Arabs in Palestine and the Jewish Zionists were enlisted in large numbers to help the British against the Germans, but they both continued to regard British imperialism as the long-term enemy of freedom.

Both the Arabs and the Jews continued their attacks on Britain. The Arabs were unhappy with the British authorities based in Palestine because of the League's mandate. They were also suspicious of the increased Jewish immigration in the region.

In May 1936, violence increased. The British was forced to move in and restore law and order using the military but violence did not stop. The Jews on their side were unhappy because the British had not honored the promise of making Palestine a home for the Zionists. By 1944, the Jews increased their attacks on British troops and the bombing of the British installations become common. They also established military training camps in Kibbutzim to train an army to fight the British.

In 1947, Britain unable to reconcile its conflicting obligations to both Jews and Arabs, requested that the newly formed United Nations take up the question of Palestine. The United Nations accepted the idea of partitioning Palestine into a

zone for the Jews (Israel) and a zone for the Arabs (Palestine). In May, the United Nations Special Committee on Palestine (UNSCOP) was created by a General Assembly resolution. The main purpose of the United Nations Special Committee on Palestine was to investigate the situation in Palestine and submit the proposals which the committee was to consider appropriate for the solution of the problem of Palestine. With the United Nations proposal of 14<sup>th</sup> May 1948, the British officially withdrew from the region.



*Fig. 4.3: Israel Troops raising Israel's flag during 1948 Arab-Israel War.*

### **Activity 3: Creation of the state of Israel**

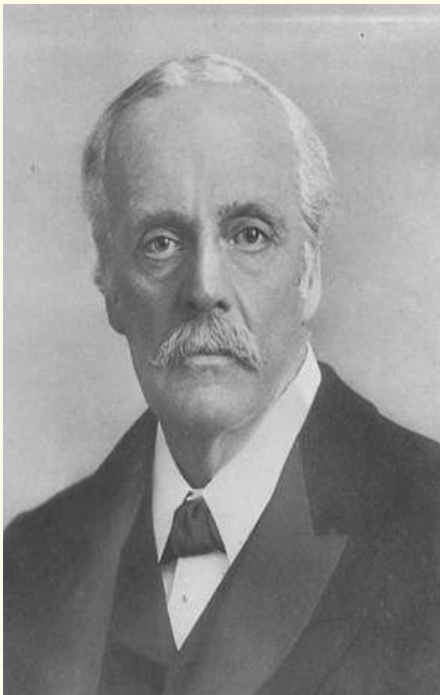
Modern Israel was established in the 19<sup>th</sup> Century by the Jews in Russia. These Jews longed for the establishment of a territorial Jewish state through the Balfour Declaration. The Declaration planted the seeds of the Palestinian-Israel conflict that has continued to tear apart the Middle East to date. The British used the Balfour Declaration to seek support from Israel against the Ottoman Turks. They also used the same declaration in promising the Zionist push for homeland for the Jews, which later led to the creation of the state of Israel.

In 1897, the first Zionist Congress was held in Basel in Switzerland, during a time when an influx of Jews from the European countries was taking place. The Zionist believed that the establishment of a Jewish state was the only way of protecting the Jews from anti-Semitism. Palestine which was the original home of the Jews, was chosen as the most desirable location of a Jewish nation.

### Source 3



### Source 4



Foreign Office,  
November 2nd, 1917.

Dear Lord Rothschild,

I have much pleasure in conveying to you, on behalf of His Majesty's Government, the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to, and approved by, the Cabinet

'His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object. It being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country'

I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation.

*Arthur James Balfour*

Study the two sources.

Write the key factors that led to the creation of the state of Israel.

Following the fall of the Russian Revolution of 1905, Eastern Europeans and Russian Jews began to migrate to Palestine. They joined other Jews who had already migrated there. The Jewish settlers insisted on the use of Hebrew as their language of communication. The Arabs protested the Zionist intention and formed the first political organisations to fight them. The organisation was established in 1911.

Beginning 1929, the Arabs and the Jews openly fought in Palestine. The British attempts to limit Jewish immigration as a means of appeasing the Arabs failed. Following the period of the Jewish holocaust during the World War 2, many Jews entered Palestine illegally which saw an increase in the conflicts between the Jewish and the British. The radical Jewish groups employed terrorist attacks to the British forces in Palestine whom they thought were out to frustrate and betray the Zionist.

At the end of the World War 2, Britain unable to contain the Zionists and to find a practical solution referred the problem to the United Nations. In November 1947, the United Nations voted to partition Israel and a resolution was passed for the establishment of a Jewish state in Eretz –Israel. The recognition by the United Nation allowed the Jewish to have their own state and a right to have their own sovereignty. The Jews were to possess more than half of Palestine although their population was less than half of Palestine's population.

The Palestinian Arabs with the support of volunteers from other countries, fought the Zionist Movement. By May 1948, the Jews had secured full control of the unallocated share of Palestine and Arab territory. On 14<sup>th</sup> May 1948, after the expiry of the mandate, Britain withdrew from Palestine and the state of Israel was created.

### **Israel and the Arab conflict (1948-2003)**

The Middle East have been one of the most volatile and violent sub-systems in the international politics since the end of World War 2. The Middle East have experienced a high number of inter-state conflicts as well as international wars. The conflict between the Arabs has therefore been one of the most protracted conflicts of the 20<sup>th</sup> Century for various reasons namely:

1. The conflict started in the 19<sup>th</sup> Century when the Zionist Movement conceived the idea of building a national home for the Jewish people in Palestine. This move was met with bitter opposition by the Arab population living in Palestine, leading to a clash of the two groups.

### Source 5



What was the Zionist justification for the creation of a Jewish state in Palestine?

2. The Balfour Declaration which the Arabs believed in, favoured the creation of Jewish homeland in Palestine.
3. The spillover effects from World War 2 specifically the League of Nations, that gave the Great Powers to govern Palestine as one of the mandated territories led to unending tension between the Israelis and the Arabs.
4. The seemingly preferential treatment given to Israel by the United Nations compared to that of the Arabs, has led to a prolonged conflict in the Middle East to date.
5. The creation of the state of Israel and the race for Persian Gulf resources have added to the historical burden of the Middle East.

### Conflicts between Israel and the Palestinians (1948-2003)

Immediately after the creation of the state of Israel in 1948, forces from Egypt, Jordan, Syria, Lebanon and Iraq invaded Israel. On the eve of May 14<sup>th</sup> 1948, the Arabs launched an air attack on Tel Aviv which the Israelites resisted. The action was followed by the invasion of the former Palestinian mandate by Arab armies from Lebanon, Syria, Iraq, and Egypt. However, the British forces from Trans Jordan intervened in the conflict (only in areas that had been designated as part of the Arab state under the United Nations Partition Plan in Jerusalem). The Israelites, though less equipped compared to the Arab forces managed to fight the Arabs to seize key territories such as Galilee, the Palestinian Coast and a strip of

land that connects the coastal region to the Western section of Jerusalem. Many Palestinian Arabs were forced to leave the country during the war leaving the area with a vast majority of Israelites.

During the Third Arab and Israel Six Days War in 1967, the Israelites increased its borders by capturing West Bank from Jordan, the Golan Heights, the old city of Jerusalem from Syria and Sinai Peninsula from Egypt complicating the territorial conflict between these states and Israel.



*Fig. 4.4: Tanks in the Golan Heights used during the Six Days war between Israel and the Palestinians in June 1967*

In 1979, Israel signed a treaty with Egypt. Because of this treaty, Israel returned the entire Sinai Peninsula to Egypt, in return, Egypt recognised Israel's right to exist. The treaty formally ended the state of war that had existed between the two countries for 30 years. The two countries subsequently established normal diplomatic relations. Within six weeks of Israel's complete withdrawal from the Sinai, there was increased tensions between the Israelites and the Palestinians in which the Israelites forces bombed Beirut and Southern Lebanon. The following day, Israel invaded Lebanon, by June 14, the Israelites forces had reached as far as the outskirts of Beirut. The Israelites government agreed to stop its forces from making further advancement. Their government also agreed to begin negotiations. Eventually, in June 1985, the Israelites troops had withdrawn entirely from Beirut and Lebanon.

Despite the withdrawal of Israel troops from Palestine, hostility continued. In December 9, 1987, riots broke out among the Palestinian Arabs in Israel. They occupied territories like the Gaza strip, West Bank and Jerusalem. The following year, through mass disobedience known as the *Intifada* or shaking off, the riots were directed against Israelites occupation of the West Bank and the Gaza Strip.

After several years of violence, a major peace accord in 1993 also known as the Oslo Accords was signed between Israel and the Palestinian Labour Organisation (PLO). The agreement was to help in the gradual implementation of Palestine self-government, in the West Bank and the Gaza Strip before a permanent peace settlement was signed.

#### **Activity 4: Rise of Arab nationalism in the 20<sup>th</sup> Century**

Israel and Judah had been under Islamic control since the 7<sup>th</sup> Century. Many Jews continued to live in Palestine, but any attempt to create a Jewish homeland always met serious resistance. Similarly, before 1919, there was no independent Arab nation in the world apart from Persia (Iran) and Afghanistan which were both non-Arab states.

During the French Revolution in 1879, Napoleon took over Egypt, setting a motion of the long European scramble for the Middle East. Due to financial constraints, France was unable to maintain her rule over Egypt. Because of this, Britain invaded Egypt, Sudan and other smaller states within the Persian Gulf. France on the other hand seized Morocco and Algeria. The Arabs tried to resist this encroachment by European imperialists, prompting the bloody violence that lasted until the mid-19<sup>th</sup> Century.

The collapse and the demise of the Ottoman Empire, led to the establishment of a European Imperialism in the Arab world. Despite British promises, the Arabs did not succeed in creating a United Arab Kingdom. Using the Sykes-Picot Agreement, the Middle East was divided between the British and the French as their spheres of influence. Between 1920-1945, the two powers were given mandates by the League of Nations but their attempt to establish permanent rule were thwarted by the rise of Arab nationalism in the Middle East. Additionally, the British mandate over Palestine led to deterioration of the relations between the Jews and the Arabs. This was after the British recognised the Balfour Declaration which favoured the creation of Jewish homeland in Palestine.

When the British forces withdrew from Saudi Arabia, the Arab nationalism intensified and Ibn Saudi (a young Wahhabite prince) took advantage of the



situation. He managed to create the kingdom of Saudi Arabia. With the need to retain autonomy, the Lebanon nationalists persuaded the allies during the Vienna Congress to create a Christian community centre on Mt. Lebanon. In the years that followed, the desire for a united Arab kingdom and the creation of a 'Greater Syria' increased. The Arabs continued to stage revolts in the Middle East, though they did not manage to achieve the objective of establishing a United Arab Kingdom.

Did you know that, there are 57 Arab nations, most of them are under the Islamic rule. Some Arab nations (22 in number) are living in Persian Gulf which is the largest world oil reserve.

By the end of World War 2 in 1945, the Jewish Zionist demand for sovereignty over Palestine and the Arab nationalistic feelings over the same region intensified. This led to a deeply divided region hence a series of unending Israel-Arab conflicts.

The intensification of conflicts over the control of the Middle East was because of the following reasons:

1. The discovery of oil in the Middle East in the 20<sup>th</sup> Century greatly intensified Arab nationalism. It also strengthened the region's political and financial bargaining power.
2. The United States became a super power and got serious interest in the Middle East. This was because of the newly discovered Persian Gulf oil and the desire to prevent the Soviet Union from venturing in the Middle East.
3. Many of the Middle East states attained their independence from Britain and France.
4. The United Nations resolution to partition Palestine between the Jews and the Arabs and the subsequent creation of the state of Israel in 1948.
5. The failure to create a United Arab Kingdom and the Arab rejection of the United Nations partition plan for Palestine.



### *Group work*

France was unable to maintain her rule over Egypt. Other than her financial constraints discuss other reasons as to why France could not maintain her rule over Egypt. Use your knowledge OF French Revolution in Secondary 2. Write them down. Present them to the class or your teacher.

## Activity 5: End of European Imperialism and the Middle East conflict

The collapse of European imperialism in the Middle East after World War 2 intensified the desire for Arab unity throughout the Middle East. This encouraged all other nations around the world to fight imperialism, resulting to a dramatic permanent change to the world map. World War 2 ended in 1945, although the Allied Powers achieved victory over the Axis Powers, they were left in deep financial crisis. They lost most of their colonies in the Middle East.



*Fig. 4.5: Palestine in 1948 and now*

After the creation of Israel, the Palestinians became increasingly disappointed and the Arab states ambitions for unity intensified. Within hours, the Arabs from the neighbouring states determined to destroy the newly created nation, attacked Israel. For a while, the two groups fought but the following year, Israel won the war and regained her territories in addition to the land she was granted by the United Nations resolution. Most of the Arabs left their land and have continued to live as refugees in West Bank, Gaza, Lebanon, Syria, Jordan and Egypt. The Arabs who stayed in Israel were granted citizenship in the newly created nation. Today,

most of them enjoy considerably personal freedoms than their fellow Arabs in the Arab ruled countries.

In 1956, after a series of conflicts in the Middle East, Israel sided with Britain and France against Egypt's revolutionary government, in an attempt to take back the Suez Canal from the European imperialists. After the 1967 Six-Days War between the Israelites and Arabs, the Jewish state began colonising some of the territories it occupied in Palestine in order to guarantee its security. The Jewish state deliberately rendered any attempt by the Arabs to make any territorial concessions impossible. The Americans intervened, forcing Britain and France to withdraw. They did not achieve their goal due to the rise in Arab nationalism which led to massive Arab uprising against Israel.

Within the next few years, Britain lost Algeria and almost all their empires. She also lost the Suez Canal. By 1971, she withdrew completely from the region, bringing an end to European Imperialism in the Middle East. Imitating the Cold War between the East and the West, USA and Russia became main players in the Middle East. The Suez Crisis took a new twist splitting Palestine between Progressive and Conservative factions up to 1973. The Americans and the Russians created a new world order (the Cold War Protagonist). They used the proxy states in the Middle East to fight each other's interests and ambitions in the region.

### **Activity 6: Western powers and the nationalisation of Suez Canal in the 20th Century**

A canal is a man made (artificial) river that is used to transport goods and people. The Suez Canal in Egypt links the Mediterranean Sea and the Red Sea. It also links the Nile Delta and the Red Sea.

The first attempt to build a modern canal started in the late 1700s. This was when Napoleon Bonaparte led an expedition in Egypt. He believed that building the canal cause trade problems for the British. He believed that it would force them to either pay dues to France or continue sending goods over land from the southern part of Africa. In 1799, Napoleon made a plan to build the canal. However, a problem arose since he miscalculated the measurement of the sea level. It was not possible for a canal to be built to link the Mediterranean and the Red Sea, so the construction was stopped.

### Source 6



August 1956 - Du Moss en Hébreu

Why did the construction of Suez Canal stop?



### Pair work

Research canals in Africa. Explain the need for each of the examples you find. Be prepared to present your findings to the rest with the use of audio visual aids.

### The Suez Canal Crisis in the 20<sup>th</sup> Century

The building of the Suez Canal began officially in April 25<sup>th</sup> 1859. However, the outbreak of cholera and labour dispute slowed down its construction. Because of the above reasons, the construction of the Canal was completed in 1869.

The Canal had an important impact on the world trade. The goods could take the shortest time to reach their destination. It soon became one of the best travelled shipping lanes in the world.

In 1875, Egypt was forced to sell her shares in ownership of the Suez Canal to the Great Britain because of the huge debts.

Britain became the largest shareholder of the Canal. However, in 1888, international meeting made the Canal available for all ships from any nation to use.



*Fig. 4.6: A modern settlement on the Suez Canal*

In early 20<sup>th</sup> Century, Egypt had financial problems because of the British domination. Because of this, Napoleon Bonaparte invaded the region with an intention of emancipating and modernising the country.

Later, there were disagreements over the use and the control of the Canal. For example, when the Anglo German Egyptian Treaty granted Egypt independence, Britain was given the right to maintain military forces in the Suez Canal region and control entry points.

In 1948, the use of canals by ships going out and coming in of the country was banned by the Egyptian government. This was after the creation of the State of Israel. In 1954, Britain signed a contract with Egypt for 7 years. The contract made the British forces to withdraw from the Suez Canal area. It also allowed the British to control the British installation.

In the 1950s, Britain and the United States supported the government of Egypt financially in the construction of the Aswan High Dam along the Nile Valley. Egypt's intention was that the British troops withdraw from the area around the Suez Canal. In July 1956, Britain and the United States stopped supporting Egypt.

The Egyptian President Gamal Abdel Nasser with the hope for the passage fee charges for the construction of the Aswan High Dam seized and nationalised the Canal.

### Source 7



### Source 8

**B** RITISH and French troops are to enter the Suez Canal Zone. Their objective will be either to stop fighting between Israel and Egypt or, if both sides agree to withdraw from the Canal, to occupy temporarily key positions in the Zone. Announcing this in the Commons shortly after 4.30 p.m. yesterday, Sir Anthony Eden said Israel and Egypt had been given a 12-hour warning to stop fighting and withdraw 10 miles from the Canal or British and French troops would intervene. In a Commons debate last night the Government statement was endorsed by a majority of 52 votes.

Last night Sir Anthony's warning was rejected by President Nasser, who ordered general mobilisation. He has been pledged the support of the Arab States. Early today British and French forces were believed in London to be moving to take up key positions at Port Said, Ismailia and Suez. The effect of the Egyptian and Israeli replies having been received British Ministers felt it was no longer necessary to wait until 4.30 a.m. when the 12-hour warning was to expire.

In Washington President Eisenhower appealed to the British and French Prime Ministers to allow a settlement of the crisis "by peaceful means instead of by forceful ones."

What do the sources tell you about:

- Why the British and French felt they had to intervene?
- What the British and the French did?
- How Egypt reacted to having foreign troops in the country?

On October 1956, Israel, Britain and France respectively invaded Egypt because of the following reasons:

1. They wanted to remove Gamal Abdel Nasser the Egyptian President because he had nationalised the Canal.
2. They wanted full control of the Canal.

Egypt in return blocked the Canal by intentionally sinking.

The Crisis increased when the Soviet Union invaded Hungary. The United States

forced the Israelites, the British and the French to withdraw fearing that the Soviet Union would join the Suez Crisis and support the Egyptians. The United States did not want to fight with the Soviet Union.

In November 1956, the United Nations organised a truce between the four nations which led to the temporary stop of the Suez Crisis. Britain and France forces withdrew in December the same year. Israel's forces left in March the following year. Egypt took control of the canal and the sunken ships were removed. In the same month, the Canal was reopened for commercial shipping.

However, the Suez Crisis increased throughout 1960s and 1970s. The disagreement between Egypt and Israel made the Canal to be closed severally. Later, Egypt took control of the Canal after final payment for the Canal to the Universal Suez Ship Canal Company. In 1975, the Canal was reopened and the rebuilding began.

#### NOTE

The Suez Crisis destroyed several settlements.

People moved to safer places because of the Crisis



Fig. 1.7. A map of modern Egypt

## Impact of the Suez Canal

1. Goods take the shortest time to reach their destination since it acts as the shortest trade link between Mediterranean Sea and the Red Sea.
2. It brings billions of dollars annually since it is a strategic waterway for Egypt.
3. The cost of transporting goods has reduced since it is cheap.
4. It has led to growth of towns along its banks. This has also led to the growth of settlements in towns.
5. It has led to growth of agriculture since its water was used to irrigate land.
7. It supports the world's shipping traffics and more ships pass through it daily since it is an important waterway.
8. The Canal has led to the establishment of custom free zone and tax free industrial zones. For example, Port Said was made a customs free zone in 1975.



*Fig. 4.8: A photo of ships sailing through the Suez Canal*

## Activity 7: Formation of the Organisation of the Petroleum Exporting Countries (OPEC)

The Organisation of Petroleum Exporting Countries (OPEC) was founded in 1960 by Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela as an intergovernmental organisation. The main aim for its formation was to regulate the supply of oil prices. Other nations later joined the Organisation of Petroleum Exporting Countries (OPEC) namely Qatar (1961), Indonesia (1962), Libya (1962), United Arab Emirates (1967), Algeria (1969), Nigeria (1971), Ecuador (1973), Gabon



(1975), and Angola (2007). Ecuador, Indonesia, and Gabon left the Organisation and later rejoined in 2007, 2015, and 2016, respectively. The Organisation of Petroleum Exporting Countries (OPEC) held its first meeting in September 1960, in Bagdad, Iraq. In November 6<sup>th</sup> 1962, the Organisation registered with the United Nations. It currently has 12 active members. The headquarter of OPEC is in Vienna, Austria.



Fig. 4.9 The OPEC headquarters in Vienna, Austria



### Group work

Draw a map of Africa showing the Organisation of Petroleum Exporting Countries (OPEC) member countries. How would you summarise the distribution of oil across the continent? What impact has this had on the economy of different countries?

The main objectives of this Organisation were:

1. To co-ordinate and unify petroleum policies among member countries.
2. To help reduce oil prices and to secure fair and stable prices for petroleum producers.
3. To help adjust the world's oil supply thereby ensure an efficient, economic and regular supply of petroleum to consuming nations.
4. To ensure a fair return on capital or profits to those investing in the industry.

The founder countries of this organisation realised that oil is a non-renewable resource and that oil prices can be very unpredictable. They then needed to

control its exploitation. They also realised that if they continued competing with each other, the oil prices would drop to very low levels, which could result in over exploitation.

The Organisation of Petroleum Exporting Countries (OPEC) usually make use of production quotas to impact on oil prices. In 1982, it introduced mandatory quotas among its member nations to control supplies. In doing so, it became more of a price-setting cartel instead of a group of price-taking commodity producers. For example, in the late 1990s, the organisation misread the market by raising its production to 10%, without taking into account the impact of demand occasioned by the Asian financial crisis. This caused prices to plunge, forcing the organisation to introduce three more rounds of production cuts to get the market back into balance.

### **Impact of the Organisation of Petroleum Exporting Countries (OPEC) on the global economy**

Since member countries of the Organisation are high crude oil producers, its formation marked a turning point towards national sovereignty over natural resources. Because of the role it plays in oil production levels and the influence it has over pricing, the organisation has a lot of impact over the global economy. The Impacts include:

1. Due to supply and demand, the Organisation's decisions have played an important role in the overall global oil market and on international relations. For example, the crisis that have been witnessed in the Middle East since the mid- 19<sup>th</sup> Century, have been fueled by the Great Power's quest to have the control of the oil rich Gulf reserves.
2. The organisation has an influence in the global politics and public policy. The effects can be particularly strong when wars or civil disorders lead to extended interruptions in oil supply, for example, the oil embargo of 1973.
3. The organisation plays a strong role in the world economy. This is because the oil prices affects all sorts of industries all over the world, thereby affecting the pricing of goods all over the world.
4. The organisation affects global food production. It indirectly influenced the costs associated with agriculture. Modern agricultural industries depends on oil to produce food which is needed by the ever growing world population. Therefore, oil is used as fuel to drive farm machinery. Other farm implements such as fertilizers and pesticides are made from petroleum –based products.

High oil prices leads to high costs of food production which is passed over to the consumer in form of high food prices.

- The movement of goods from one place to another using means that rely on petroleum products affects the consumers. For example, when oil prices are high, all other goods and services are affected and the costs are passed over to the consumer.



### Group work:

Investigate the impacts of the Organisation of Petroleum Exporting Countries (OPEC) in our country. Group leaders present their conclusions to the class.

## Activity 8: Comparison between the Sunni and the Shia Islamic sects

Islamic religion has two main branches:

1. The Sunni
2. The Shia

### 1. The Sunni

The Sunni Muslims believe in the sayings of Prophet Mohammed. They follow the way of life of the Prophet. They believe that everything that the Prophet said is true. In addition, they accept and reject everything that the prophet supported and opposed respectively.

### 2. The Shia

The Shia Muslims believe that Ali was the rightful successor of Prophet Muhammed. Ali was the Prophet's son in law and also his cousin.

The Shia's faith include:

Prayer

Fasting

Charity

Pilgrimage

Khums (a tax of one fifth)

They love what is good and disassociate with those who oppose good and harm others.

### Important

The division in the Islamic religion started immediately after the death of the Prophet Muhammed. The disagreement was about who was to be the rightful successor of the Prophet. The Shia wanted Ali who was the Prophets son in law and cousin to take over power after the Prophets death. They believed that the Prophet appointed Ali to be his successor. On the other hand, the Sunni elected Abu Bakr who was the prophet's companion to be his first successor. They follow the ways of Prophet Muhammed.



### Class work

Muslims to recite a prayer and show how they pray facing Mecca.

Muslims pray five times a day facing Mecca. Find out about these prayers. If these are Muslim students in the class they can inform the groups. If not, it would be useful to invite a resource person into class.

#### Similarities between the Sunni and Shia Muslims

1. They both share the five pillars of Islam. The five pillars include; faith, charity, prayer, fasting and pilgrimage. For example:  
They both fast in the month of Ramadhan.  
They pay the Zakat (charity).
2. They both believe in the teachings of the holy Quran.
3. They believe in one God (Allah).
4. They believe in prophets and messengers.
5. They believe in eternal life.
6. They believe in the existence of angels.

#### Differences between the Sunni and the Shia Muslims

The Shia and the Sunni Muslims have the following leadership and Spiritual differences.

#### Political differences

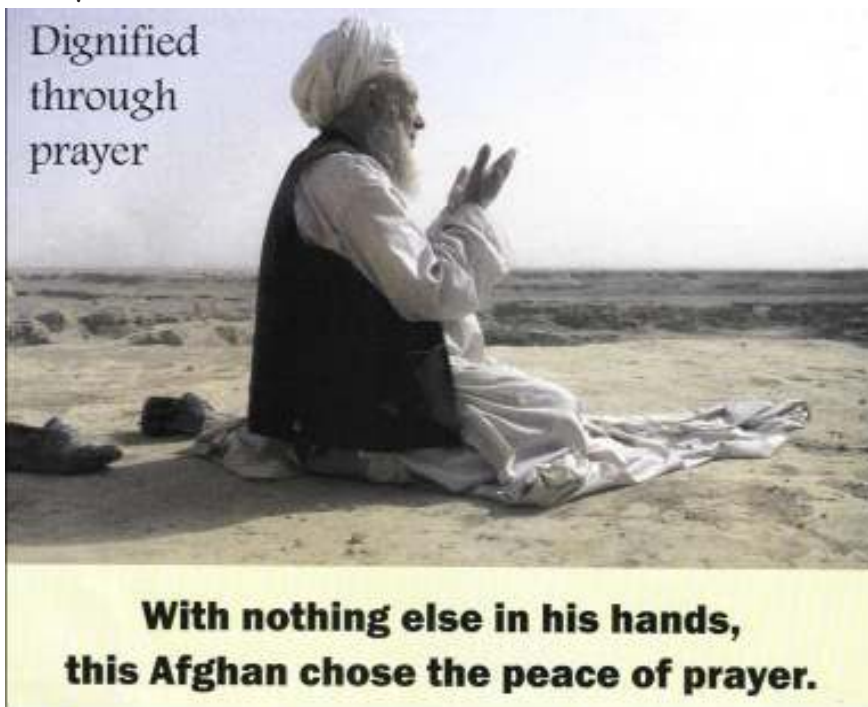
1. The Sunni Muslims believe that a leader should be chosen from those capable of the job. For example, when Prophet Mohammed died they chose Abu Bakr who was a close friend of the Prophet. They believed that he was capable to the task of being the Prophets rightful successor.

On the other hand, the Shia believed that leadership was hereditary and was to stay within the family of the Prophet and from the Prophets tribe.

2. The Sunni and the Shia have two different creeds. These two creeds have different views on the leadership of Muslims. The Shia's Creed supports leadership by Abu Bakr, while the Sunni's Creed supports leadership by the three Caliphs (Omar, Uthman and Ali).

### Religious differences

1. The Sunni and the Shia Muslims have common believes but they practice them differently. Their differences include their ways of praying, fasting and the pilgrimage. For example, the Sunni pray 5 times a day while the Shia pray 3 times a day. The Sunni pray crossing their hands while the Shia keep their hands by the sides.



*Fig. 4.10: A Muslim praying*

2. The Shia Muslims believe in the twelve Imams. These are leaders who are Prophet Mohammed descendants. They also believe that the Imams have no sins and that they are directly appointed by God. They venerate the Imams as saints and perform pilgrimages to the tombs and shrines as the hope for divine intercession.

On the other hand, the Sunni believe that only the Prophet had no sins. They believe that nobody is sinless. For them there is no veneration or intercession of saints.

3. The Shia believe that that authority comes from directly from God. They also believe that leadership position can be passed from one generation to another (inherited). However the Sunni believe that leadership is earned through trough trust and may be given or taken away by the people.
4. The Sunni accept traditions about Prophet Mohammed's life and his spiritual practices while the Shia rejects the traditions of the Prophet life and the spiritual practices.



*Fig. A.11: Muslims praying*

### **Important**

The division between the Sunni and the Shia is unresolved to date.

In Iran, the Imam is the ultimate authority.



### Group work

Do you know some of the sects within other religions or your own religion? Analyse the differences between these sects. Share your findings with the rest of the class.



Fig. 4.1.2: A muslim praying facing Mecca

## Activity 9: The Persian Gulf War (mid-19<sup>th</sup> Century to 2003)

Study the sources below.

### Source 9

The Front  
Hill Valley Telegraph  
July 16, 1991

## Persian Gulf War Heats Up

Baghdad, Iraq (AP) — The invasion of Kuwait by Iraq on Sunday set off a new round of international tensions, as the United States and other nations called for a ceasefire and the withdrawal of Iraqi troops from Kuwait. The United States and other nations called for a ceasefire and the withdrawal of Iraqi troops from Kuwait. The United States and other nations called for a ceasefire and the withdrawal of Iraqi troops from Kuwait.

A military plane is seen in flight over the Persian Gulf, with a large plume of smoke or dust trailing behind it.

### Source 10

Just 2 hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged.

This conflict started August 2nd when the dictator of Iraq invaded a small and helpless neighbor. Kuwait -- a member of the Arab League and a member of the United Nations -- was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait. Tonight, the battle has been joined.

This military action, taken in accord with United Nations resolutions and with the consent of the United States Congress, follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait. Others traveled to Baghdad in a variety of efforts to restore peace and justice. Our Secretary of State, James Baker, held an historic meeting in Geneva, only to be totally rebuffed. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to the Middle East with peace in his heart -- his second such mission. And he came back from Baghdad with no progress at all in getting Saddam Hussein to withdraw from Kuwait.

President George Bush - January 16, 1991

Explain why George Bush senior felt justified in starting the Gulf war.

## The Persian Gulf War

The Persian Gulf War was fought by Iran and Iraq. The war was about who was to control the oil rich region of Kuwait in the Middle East. Saddam Hussein the then president of Iraq justified his invasion of Kuwait by claiming that this region had officially been given out to Iraq by the Western Imperialists in the mid- 1990s. However, Saddam's claim was just a lie because Kuwait had been internationally recognised as a separate entity by Britain under the League of Nations mandate after World War 1.

By mid-1998, Iraq had managed to train her troops in readiness for an attack on Kuwait. Saddam's action frightened the then Egyptian president Hosni Mubarak.



He made some efforts to initiate talks with other powers from the Gulf region over the disagreement between Iraq and Kuwait. Mubarak called for a meeting to help bring peace between Iraq and Kuwait. On 2<sup>nd</sup> August 1990, Saddam ordered his troops to invade Kuwait. During this invasion, he did not call for help. This is because he assumed that the other Arab nations could support him, a decision that proved to be a serious miscalculation. Within hours of Iraq's invasion, 18 out of the 21 members of the Arab League condemned Iraq's act of aggression against Kuwait. In response, King Fahd of Saudi Arabia together with the Kuwait government in exile called upon the United States and other members of the North Atlantic Treaty Organisation (NATO) to intervene.

The war ended when the United Nations initiated a peace talk. The two countries were left to negotiate for a permanent peace treaty. A meeting of Foreign Ministers held between the two states in Geneva, gave them hope as it appeared that Saddam Hussein was ready to return the territories he had acquired from Iran. He finally withdrew the Iraq forces from Kuwait. Two weeks later, Saddam delivered a speech accusing Kuwait of siphoning crude oil from Rumaila oil fields, which was located along a common border between Iraq and Iran. He also insisted that Iraq's foreign aid debt amounting to \$ 300 billion be cancelled. He went further, to claim that Kuwait had been compromising to keep oil prices low in an effort to favour the Western buying nations. Meanwhile, Iraq increased its occupation of Kuwait by sending another 300,000 troops. In an effort to garner support from the Muslim world, Hussein declared a Jihad (Holy War) against the coalition forces. he also tried to ally himself with the Palestinians by offering to evacuate from Kuwait. In exchange, he wanted Israel to withdrawal from the occupied territories of Palestine. When all his efforts failed, he concluded a hasty peace with Iran so as to revamp his troop's full strength.

On 3<sup>rd</sup> August 1990, the United States, Britain and Russia responded by condemning the attack. The United Nations Security Council demanded that Iraq withdraw her forces from Kuwait. However, Saddam refused to obey the United Nations demand and also refused to withdraw his troops from Kuwait. On 8<sup>th</sup> August 1990, the Iraq government formally annexed Kuwait. Three days later, King Fahd (Saudi Arabia) met with Richard Cheney (America Secretary of Defense) to request the US military for assistance. On the same day, the first US Air Force Fighter Jets began arriving in Saudi Arabia in preparation for an attack on Iraq.



*Fig. 4.13: Map of Iraq and the neighboring Arab States*

In November 1990, the United Nations Security Council authorised the coalition powers to use all necessary means of force against Iraq if it did not withdraw from Kuwait. By mid-January 1991, the coalition forces led by United States, Britain, France, Germany, Russia, Japan, Egypt and Saudi Arabia prepared to fight against Iraq. Saddam sought assistance from Jordan, Algeria, Sudan, Yemen, Tunisia and the Palestinian Liberation Organisation (PLO).

On the morning of 17<sup>th</sup> January 1991, The United States led an offensive air attack against Iraq known as the 'Desert Storm'. The air attacks were directed towards Iraq's air defenses, communications networks as well as their oil refineries. After several days of intense attacks on Iraq, the coalition forces led by the then US president Bush, declared a ceasefire on 28<sup>th</sup> February 1991. By then, most of the Iraq troops had either surrendered or fled. Subsequently, Saddam accepted defeat and was given the following terms of agreement which he also accepted. The terms were:

1. Iraq would recognise Kuwait's sovereignty.
2. Iraq to destroy all the weapons of mass destruction including nuclear, biological and chemical weapons.

## **The aftermath of the Gulf War**

The Gulf War was at first condemned as unsuccessful for the coalition forces but it resulted in disagreements between the coalition forces and Iraq. This disagreement led to the Second Gulf War which is referred to as the Iraq War of 2003. Though the coalition powers thought that it was to be a 'limited' war, fought at a minimum cost, the war had far reaching consequences for the Persian Gulf and other parts of the world.

The Gulf War was recognised as a military victory for the coalition forces. On the other hand, Iraq and Kuwait suffered huge damage in terms of loss of life and destruction of property.

Saddam's forces violently ended the resistance by the Kurds in the North of Iraq as well as the Shias in the South. However, he continued killing the Kurds and the Shias. The alliance led by the United States failed to support the revolt.

In the years that followed, American and British aircrafts continued to keep watch over in the Iraq's air space. They started a no-flying zone over Iraq. Consequently, Iraq's forces regularly exchanged fire arms with American and British air crafts over the no-flying zone.

On the other hand, Iraq tried her best to frustrate the United Nations. She refused to carry out the terms of the peace agreement especially the sanctioned United Nations weapons inspection. This resulted to hostilities since Iraq steadfastly refused to admit weapons inspection.

America being led by George W. Bush sponsored a new United Nations resolution in 2002. The resolution called for a return of the United Nations weapon inspection in Iraq, but there arose great differences between the United Nations Security Council member states on how to deal with Iraq over the weapons inspection. Eventually, Britain accepted United Nations approval and started assembling her forces on Iraq's border.

In March 17th 2003, Saddam Hussein was told to step down and leave Iraq within 48 hours. Three days later, the Second Persian Gulf War (Iraq War) began.



*Fig. 4.14: US Marine in Northern Kuwait ready to cross over to Iraq border in 20th March 2003*

### **Key words**

- Ceasefire:** A temporary suspension of fighting.
- Contend:** To strive in rivalry or against difficulties.
- Embargo:** Official ban on trade or other commercial activity with a particular country.
- Factions:** A group within a larger group.
- Holocaust:** A genocide during World War 2 in Which Adolf Hitler's Nazi Germany, aided by its collaborators killed some six million European Jews.
- Imperialism:** A policy of extending a country's power and influence through colonisation, use of military force, or other means.
- Infallible:** Incapable of making mistakes or doing wrong.
- Isthmus of Suez:**  
A strip of land that lies between the Mediterranean Sea and the Rea Sea.
- Protracted:** Lasting for a long time or longer than expected.
- Radicalism:** The beliefs of people who advocate thorough or complete political or social reform
- Thwarted:** Prevent from accomplishing something.
- Truce:** An agreement between enemies.

**Activity 1: Japanese invasion and occupation of China in World War 2**

**Source 1**



**Source 2**

A peasant killed by Japanese soldier 1923

We heard the story from this soldier. The peasant's father had been killed by a Japanese soldier during the invasion of Guangzhou. Today was the anniversary of his father's death. "Father," he said, "you must be full of resentment that you were killed. But Japan has lost the War. Now the Japanese are pitiful prisoners. Today, for an entire day, I'm making a Japanese soldier work as a coolie carrying our load so that all your relatives can visit your grave. So forgive them, and rest in peace."

Eating the chicken, eggs, and moon cakes that he had brought back from the offerings to the departed, we listened silently to the soldier's expressive report. I wondered what a Japanese peasant would have done. In contrast to this kindness, I saw a dozen or more bloodthirsty local Chinese intent on finding the Japanese soldiers who had killed their family members. They were waiting at the fence by the boarding gate for the boat.

Tsuguhiro Masaru, sixty-four (m),  
former textile weaver,  
Hamamatsu

What are the key information in the sources relating to how Japan became involved in world war 2, the outcome for Japan and its war with China.?

Japan invaded the Republic of China in July 1937, just before the beginning of the World War 2. It had earlier invaded Manchuria in 1931. The 1937 invasion sparked a war of resistance in China against the Japanese, which ended in 1945. This is called the Second Sino-Japanese War.

The Great Depression had greatly affected many nations. They came up with protective measures for their economy including the ban of imports from other countries. Japan had very little arable land. Its population was high and it had no enough food. It expanded into China in 1931 with the aim of settling its excess population, getting raw materials for her industries and food to feed her people. The 1937 attack was for the same reasons.

At the start of the war, the Japanese were initially victorious capturing major towns like Shanghai and the Chinese capital of Nanjing. Chinese Communist Forces, Warlords and the Republic Army waged a campaign of sabotage and guerilla warfare. They killed many Japanese. The Japanese were able to occupy major cities and rule over them. However, they lacked enough manpower to control the large Chinese countryside. The Soviet Union, the United States of America and the whole of the British Empire helped the Chinese in this war.

The Japanese attacked Pearl Harbour in 1941, making the United States declare war on Japan.

In 1945 the Chinese re-launched counter offensives retaking some of the captured areas. However the Japanese continued to occupy large parts of China's territory until September 1945 when she surrendered to the allied forces after the atomic bombing of Nagasaki and the Japanese invasion in Manchuria.



*Fig. 5.1. Pearl Harbour before the Japanese attack*

### Source 3

***Two entries from the diary of John Rabe, a German nazi who led the establishment of an “International Safety Zone” for Chinese refugees within the city of Nanking:***

December 28-

The reports we are hearing from all sides today are so hair-raising that I can hardly bring myself to put them to paper. Before registration began at some of the schools where refugees are camped out, the Japanese first demanded that any former Chinese soldiers in the crowd step forward voluntarily. They were given promises of protection. They were merely to be put into labor crews. At that, a good number of refugees stepped forward.

In one case, about 50 people. They were led off at once. As we learned from one of the survivors, they were taken to a vacant house, robbed of all valuables and clothes, and when completely naked, tied up together in groups of five. Then the Japanese built a large bonfire in the courtyard, led the groups out one by one, bayoneted the men and tossed them still alive on the fire. Ten of these men were able to slip free of their ropes, leap over the courtyard wall, and vanish into the crowd, who gladly found clothes for them.

February 3-

In my garden, about 70 girls and women are on their knees, banging their heads against the ground. Their weeping and wailing would melt a heart of stone. They don't want to leave my garden camp, because they are quite rightly afraid that they will be raped by Japanese soldiers. They keep wailing the same thing over and over: "You are our father and our mother. You have protected us until now, don't stop half way! If we are going to be violated and have to die, then we want to die here!"

I hope Hidaka told the truth when he said that the Japanese military will not use force to drive the refugees from the Zone. I have had so many disappointments by now that I am ready for anything.... We have gradually lost all patience with this pack of soldiers, whom Japanese officials politely call rascals, but whom we call a "murderous pack."

***From an article in The Japan Advisor, a Japanese newspaper, December 7, 1937***

Read the source. Do you think John Rabe really was a Nazi? Why?

Why do you think the relationship between China and Japan has been so poor since world war 2?

## Impacts of Japanese invasion of China in World War 2

1. It led to death of so many civilians and military men in China.
2. The Japanese were defeated.
3. It created a lot of animosity between the Chinese and the Japanese that continue even to this day.
4. The Chinese were forced to move their capital from Beijing to Chongqing. The nationalist government was forced to move inland.
5. Chinese were turned into nationalists first. Family came second and the ideological differences third. A man known as Deng Yu died defending Beijing left this message for the mother "*I Cannot fulfill filial and loyalty in the country at the same time, please pardon me if death befalls me.*"
6. Homes were abandoned as people ran away from war. The bombing made many people to ran to neighbouring areas and safer regions within China. Many left their homes of comfort and high status. One family described how they had to share crowded safer homes with smelly strangers.

7. The Japanese occupied many Chinese cities like Suzhou and Shanghai.
8. The Japanese took away many Chinese women and used them as sex slaves.
9. Agriculture was greatly affected since the Japanese used the scorched earth policy. Farms were left barren and people were too afraid to venture out the farms.
10. The Chinese society was divided as the Japanese used some Chinese to spy on others. This created a lot of mistrust.
11. The Japanese enslaved some Chinese who worked on their farms and homes.

## **Factors contributing to Japan's rapid economic growth after the World War 2**

Japan's economy grew so fast in the period between the World War 2 and the end of the Cold War for various reasons:

1. It got economic aid from the United States of America in the Marshall plan. The United States was afraid that a weak Japan could easily turn to the Soviet Union for help. The Soviet Union would then gladly spread Communism in the country.
2. It encouraged private enterprise and shielded businessmen from unfair competition.
3. It set up the Ministry of International Trade and Industry, which was a think tank on industry, and controlled foreign trade to Japanese benefit.
4. There were banks that gave loans to people to start businesses and industries like the Japan Development Bank. The Bank of Japan too issued loans to many other city banks that gave loans to people with industries. The loans had low interest.
5. Not all her industries were destroyed during the war like the Aviation Industry and the Motor Vehicle Industry. The war made some of these industries flourish. Toyota, Isuzu and Nissan companies were producers of military trucks during the war.
6. Japan had many enterprising citizens who worked hard at their own innovations or improved others innovations. For example, Moita Akio and Ibuka Masaru struggled to get state permission to make transistors. They did not give up. They started with making radios in the 1950's and soon their infant company *Sony* emerged as a global respected company in the production of electronics.
7. After the Japanese defeat in the World War 2, a nationalistic spirit emerged in Japan, the desire to be respected and to catch up with the West. Japanese



voluntarily went to the West to learn their technology so that they catch up.

8. The Japanese developed good economic systems which they applied in their manufacturing industry. This system discouraged keeping of very large stocks of products, but only producing them when needed. This resulted into large savings. Other systems like *keretsu* have resulted in great development across the country.



*Fig. 5.2: Toyota car from Japan.*

### **The political and economic role that Japan is playing in Africa and other parts of the world**

In Africa, Japan is involved in peace keeping. In 2016, it had deployed more than 400 self- defense forces to South Sudan. It also participated in fighting piracy in Indian Ocean when it dispatched its ships, new in the area, it set up an anti-piracy base in Djibouti. In 2016, Japan hosted the former president of Zimbabwe president Robert Mugabe. In the meeting, Japan was to invest in Zimbabwe, this included a new 5 million dollar infrastructure project and a 15 million continuing dollar irrigation enhancement project. Japan's oil, gas and metals national cooperation was also to invest in Harare's mining sector.

In international bodies, Japan pushed for changes in the structure of the United Nations. She has always wanted the inclusion of more permanent members in the United Nations Security Council. Japan says this retention of only 5 permanent members does not fully represent other sections of the world. This lobbying has made her reach out to African nations to keep her put pressure on the United Nations.

Japan is also seeking to counter the strong Chinese influence in Africa by weakening its monopoly. It held its sixth Tokyo International Conference on African Development on African soil in Nairobi. In other times, this conference was held outside Africa. In its diplomatic Blue book, written in 2012, it says that it is important for Japan to strengthen its economic relationship with Africa, which is a promising market with high growth rates. Japan started embassies with the new nation South Sudan in 2012 and with Djibouti.

The technical wizardry, that is its ability to produce many adverse technical products, has made Japan one of the leading producers and suppliers of electric gadgets and motorcars, famous brand names like Sony, Mitsubishi and Toyota are found in all parts of the world.

Japan is a great financial and technical donor of the world. It gives out loans to the African and Asian countries. It has an agency known as Japan International Cooperation Agency (JICA), which gives technical cooperation to countries in form of loans and grants. It is the government official development assistance organisation. It carries out feasibility studies for counties and gives out technical specialists to countries that lack them. It provides technical training in medical, industrial and agriculture sector. In Kenya, Jomo Kenyatta Airport was important in development of Jomo Kenyatta University of agriculture and technology. Japan gave financial and specialists especially in engineering to help in its construction.

## Activity 2: The Chinese Civil War (1927-1950)

This war was fought between the nationalist government of China, *the Kuomintang* (KMT) and the Chinese Communist Party (CCP). The war started in 1927, but was interrupted when Japan invaded China in 1937. This forced the two groups to unite and fight the common enemy first. The *Kuomintang* was founded by Sun-Yasen. During the Civil War Chiang Kai Shek led *the Kuomintang*. Communist Party was led by Mao Ze Dong with the help of Zhou Enlai and others. Before the Civil War, parts of China were under the Communist Party, other parts were under the Nationalist Government and under Warlords. There was a lot of rivalry between these groups.

In 1927, this rivalry turned into a war when the Nationalist Government in a bid to take over the area, killed and arrested many Communist Party leaders in what is called the **Shanghai Massacre**. This made Mao Ze Dong to lead the peasants and the common people against the Nationalist Government.



*Fig. 5.3. Sun-Yat-sen (founder of Kuomintang)*

In 1934, the Kuomintang strongly attacked Mao Ze Dong's camp and he had to retreat. He marched his army in this retreat for a year to Shaanxi province of Northern China. He lost many men in this treacherous terrain. Out of about 80,000 men that started the march, only about 8,000 reached Shaanxi. This is known as *the Long March*.

Later, the Japanese invaded the country making them bury their enmity and fight on one side. They disliked each other even as they fought the war. They resumed the Civil War after World War 2 was over. Chiang took control of China's major towns with the support of America. The Communist Party with great help from the Soviet Union controlled the rural areas.

By 1948, the Communist Party had gained momentum and took cities formerly owned by the nationalists. In October 1949, the Communist Party captured Beijing. They won this war and established *The Peoples Republic of China*. The Nationalists fled to the Island of Taiwan where they established their own government known as *The Republic of China*. Mao Ze Dong was the leader of the Peoples Republic of China until his death in 1976.

Mao Ze Dong grew up as a peasant. This made him have a strong belief in the communist ideas. He was the chairman of the Communist Party and a follower of Marxism. His version of communism was known as *Maoism*.

#### Source 4

- was published by the Government of the People's Republic of China from April 1964 until 1976.
- collection of quotations excerpted from Mao Zedong's past speeches and publications
- requirement for every Chinese citizen to own, to read, and to carry it at all times during the later half of Mao's rule, especially during the Cultural Revolution.

#### Mao's Little Red Book



What is the key information in the source above?



Fig 5.4: Map of China showing parts affected by the Chinese Civil War (1927-1950)

### Activity 3: Communist Revolution

In 1921, people who followed the Communist ideology had formed the Communist Party in China. Marxism influenced them. Communism at that time was a social, political and economic belief system. It was aimed at reducing social inequalities among people by encouraging mutual social responsibility through communal work and state control of major sectors of the economy.

After the World War 1, China was still divided and weak economically. Japan took advantage of this and made unfair economic demands on China. The success of the Communist Revolution in Russia in 1917, convinced many with Communist thoughts in China that only Communism would save the country. Sun-Yet sen who was the leader of the Kuomintang at this time had exposed himself to Marxism in London. He felt that he should include Communist ideas in his government. He allowed the Communists to join Kuomintang. The communists were reluctant and were advised by the Russians to join so that they could be able to seize power from within Kuomintang. The Russians set up a military academy in China near Canton but secretly set up a system of communism to prepare for Communist Revolution. Sun-Yat sen died in 1925, with his dream of uniting China unfulfilled. The Communist Party undermined his efforts of uniting China.

Communists in Canton staged an uprising against the government. The police learnt of their plan and many were arrested and others killed in Peking.

The Communist continued getting support from the countryside where the poor suffered. The Kuomintang was strong in towns. They incited the people to adopt the Russian economic system. They encouraged them to disposes land owners and take back their land. In 1931, Kiangsi Province was proclaimed as a Chinese Soviet Republic but the Kuomintang managed to drive out the community. The fight between the nationalist government and the communist continued until the Japanese invaded China in 1937. Each side wanted to be in control of the government. Marxists had the peasants support. The war resumed after World War 2. Until then, the Communists were able to drive out the Nationalists from Mainland China and establish the Peoples Republic of China. The Communist Revolution is what led to the Civil War in China. To succeed in the war, the peasants had to be trained. They were taught military tactics and Communist ideology.



*Fig. 5.5: Flag of the Communist Party of China*

### **Effects of the Communist Revolution**

The Communist Revolution started at the end of the Second Sino-Japanese War in 1946. It was the second part of the Chinese Civil War. It was also called the War of Liberation. Its results were:

1. The Communists formed the People's Republic of China.
2. Communism as a social, economic and political ideology was strongly adopted in the People's Republic of China.
3. The Nationalists ran away to Taiwan and established the Republic of China.
4. Many people died in the ideological fights and wars.
5. China as a country got its unique identity in the world.

### **Developments of the Communist Revolution**

In 1958, Mao Ze Dong wanted to industrialise China and promote its agricultural development. He came up with a plan known as *The Great Leap Forward*. In this programme, he prohibited private farming and introduced collective farming. Communes were created and each commune was made up of about 5000 families. They owned everything communally and worked for all. The elderly were moved into homes for the old to allow the rest of the family members to work. Those who insisted on private farming were arrested. He wanted to change the process of industrialisation to be human labour centred rather than machine centred. Peasants were organised into brigade teams (work teams) to work on farms. Communal kitchens were established to free more women to work. Many peasants were also to produce steel in small industries in the communes. This programme greatly increased agricultural and steel production.

However, this programme was hastily implemented. Overzealous leaders in the

communes forced people to overproduce compromising quality. The machines produced got spoilt easily. The steel produced was too weak and could not be used in construction. Farmers who did not engage in collective farming deliberately killed their animals in protests. Many workers in the steel industries were from the farms which made agricultural production low. To make matters worse, China was faced with flooding and drought. A great famine followed and millions of people died. Mao Ze Dong was forced to resign as Head of State but remained the Communist Party leader.

The moderates took over the government and introduced many changes. People were allowed to once again own land privately.

### **Cultural Revolution**

In 1966, Mao Ze Dong made his comeback in what was called *the Cultural Revolution*. He believed that the Chinese leaders at that time were misleading the people and taking the country in the wrong direction towards Capitalism that is why he had to take over the country. He also wanted to do away with what he called Old Ideas of China. He got support from Peasants who formed an army known as *the Red Guard*. He killed those who opposed him or sent them to farms to do hard labour as punishment. He wrote his new policies in a book called *The Little Red Book*. To get rid of the old ideas in China, his Red Guards burnt churches, mosques and temples and their sacred texts. Writings of ancient philosophers like Confucius and religious statues were burnt. He wanted anything associated with pre-communist China destroyed. Anyone with Capitalist thoughts was persecuted or killed especially teachers in schools.



*Fig. 5.6: Red Guard Army of China*

These killings and persecutions (purges) ended up affecting agricultural production. By 1968, Mao Ze Dong realised that the economy was declining as both industrial and agricultural production had gone down. To counter this, he ordered educated

youth in the towns to go to rural areas to live and work there. This was to help in the growth of the economy in what he called *Down to the Country Side Movement*. It was compulsory. Millions of youth for years were taken to rural areas. To him, manual labour and group labour was to revive Communist ideas that were slowly getting lost especially among the urban youth. The youth were to go and be *re-educated* in the rural areas. Other people who were against this Cultural Revolution in the towns were also brought down to the villages to live and work there as punishment. In the villages, the people lived on simple meals and simple houses. The youth never went to university after being sent to villages after high school.

Mao Ze Dong ruled China until his death in 1976 from Parkinson's disease. He is remembered for uniting the Chinese people and making China a great power in the 20<sup>th</sup> century.

### Source 5

National Palace Museum, a poem

—  
you can have your way with him  
call him a devil, a war lord  
or if you love her a Great President  
to me he is a great saviour of  
Chinese culture  
all these invaluable  
treasures of pottery, jade  
paintings, calligraphy  
letters and literature  
that trace Chinese culture back  
3,000 years would have  
been ashes or pieces  
that broke our hearts  
if not for Chiang Kai Shek.

remember mao and his  
cultural revolution cadres  
who blacked out more than  
a decade of chinese's mind  
and countless relics and treasures  
the years will never bring back

John Tiong chunghoo



### Pair work

Write either poem, a mind map, a spider diagram, a flow chart showing the sequence of events and the influences that led to the cultural revolution.



## Effects of the Cultural Revolution in China

1. Communism was strongly entrenched in China.
2. Many people who opposed the Revolution were killed.
3. Chinese ancient culture was destroyed. Priceless artifacts, monuments and arts were destroyed.
4. Families were separated or disrupted. The youth in towns left their families or moved with their families to rural areas by force. Children were taught to denounce their parents who did not follow Communist ideas.
5. There was an increase in food production when the youth were sent to rural areas to boost labour.
6. Industries declined too due to shortage of raw materials. This was because the revolutionary committees had little knowledge in management.
7. Equality was promoted in Chinese society. The rich were sent to villages to learn from peasants and to live like them.
8. Many youth did not attend higher education after going to the rural areas.

### Source 6

*Up to the Mountains and Down to the Villages: The Transfer of Youth from Urban to Rural China.* By THOMAS P. BERNSTEIN. [New Haven and London: Yale University Press, 1977. 371 pp. \$17.50. £12-60.]

This book is an excellent, well-written study of a significant subject.

As a consequence of the Cultural Revolution, China has vastly expanded its policy of settling educated young people in rural areas. Less than one million youths were transferred out of cities before 1966, but reportedly over 12 million have gone since 1968. And of the more recent contingent, a larger proportion have resettled in farm communities. Altogether about 10 per cent of China's urban population have now been "rusticated." Bernstein does as much as any researcher could do to gather the relevant statistics. Most of the transferees turn out to be *hui hsiang chih-shih ch'ing-nien* (middle school or college students from rural families who return home after graduation). Only a minority are urban youths who take up village life for the first time, and about a fourth of these eventually give up and return to the city. Cadres, medical personnel and city residents make up a very large proportion in some provinces.

Many issues infuse this urban-rural transfer policy, which is what makes it so interesting. In a country where educated professionals are acknowledged to be in short supply, for example, does it make sense to channel middle and professional school graduates into agricultural jobs that require little formal education above primary school? Bernstein estimates that at least half of the educated youth sent to rural villages end up doing simple agricultural labour, and that some of the rest perform, often only part time, tasks such as tractor driving and repair for which a brief vocational course should be adequate. Is China's higher education investment being wasted?

Other costs lower the net benefit of the programme for rural development. Massive political education of the affected youths and their families, designed to overcome their feelings of relative deprivation and career frustration, and of peasant hosts, designed to overcome their suspicions of outsiders they could not easily control, must be carried out. Moreover, the programme must be administered. Youths targeted for the programme must be identified and mobilized to participate.

What do you find interesting about this source?



### *Pair work*

Pretend that you are one of the youths living in China during the Cultural Revolution. Write a secret diary entry explaining why you have to move to the countryside and how you feel about it.

Explain why you have to keep a secret diary.

## **Activity 4: China as a World power**

A strong economy makes a country to be respected internationally. It can lend and invest in other countries. China has established a good diplomatic relations especially with developing world. She has won over these countries because they have one common history. Having risen from oppression, it acts as a role model and a motivating factor to the developing world. This common history of oppression has made developing countries warm towards China. This attitude of developing world has made her get a lot of trading partners and investment opportunities in Africa and Asia which has greatly boosted her economy. In international bodies, China is more sympathetic and empathetic towards African and Asian problems than Europeans. It responds quickly to the African problems. This has created more friendship with the developing world making her have a say in the political affairs of many Third World countries thus increasing her position as a global power.

Between 1100 to 1800, China made the West to grow. The West borrowed and assimilated the Chinese innovations, which helped them move to the modern Capitalism and Imperialism. The British challenged the technology by creating more advanced things. Napoleon Bonaparte said "Let China sleep for when it wakes the world will shake." Today China is awake.

Source 7

Page 18  
OPINION

January 28, 2017 / The Star

**GROWTH**



# China's shared vision with Africa will shape the future

**By Liu Xiaomian**  
Chinese ambassador to Kenya

Growth of Africa's economy depends largely on that of the rest of the world

On January 17, Chinese President Xi Jinping delivered a speech which clearly declared the responsibility of our times, promote global growth.

This was the spirit of the 2017 anniversary of the World Economic Forum, which marked the first appearance of any Chinese Head of State in the twin town of Davos.

President Xi's speech demonstrated Chinese wisdom and foresight while charting necessary paths in form of strategic global economy and anti-globalization measures. His address attracted worldwide applause. In his speech, President Xi stressed that "strong markets bring on their wings, speed dates grow on olive and olive trees".

Resource globalization has not only promoted global growth, but also become a double-edged sword. It has brought opportunities and chal-

lenges of economic globalization. The right thing to do is to make every opportunity, every man, challenge, and every idea to right cause of poverty and economic globalization.

It is about guaranteeing opportunities in the living room in a dark room. While opportunities would come with and rare outside, that will come will no doubt knock light and set. In such a situation, we are well-entitled in a wider in any trade occur to ensure that every of the opportunities resulting the world are not missed by economic globalization.

China plans to engage some critical issues in this economic sphere.

In Davos, President Xi drew three critical issues in the economic sphere that have not been sufficiently addressed.

These are lack of robust driving forces for global growth, inadequate global economic governance and uneven global development.

He therefore urged the world to develop a "four-point, transparency-driven growth model, promote a well-coordinated and fair-cooperative approach towards creating a trade of open and win-win cooperation."

He further urged his guests to develop a "four-point model in fair and equitable cooperation" in respect with the trend of the times with an "open, inclusive and win-win cooperation approach."

"As long as we keep to the goal of building a community of shared fu-

ture for mankind and work hard in line to fulfil our responsibility, no one would worry about economic difficulties, we will create a better world and better future for the vast peoples," President Xi declared.

In the world's second largest country and the largest developing country, China adopted a consistent and unique development path that sets her apart. Circumstances all pointed towards a brighter future for all.

The same goal followed the outbreak of the international financial crisis, forced China continuing years that in part of global growth performance average, China will open her arms to the people of other countries and welcome them aboard the economic train of its development.

In this regard, President Xi's speech provided a comprehensive view of Chinese wisdom and wisdom of development leaders, toward global conditions on Chinese path of progress, a more that future.

**China-Kenya win-win cooperation in the context of mutual benefits is an example of south-south collaboration.**

the hope of closing the distance between China and other countries. After abolishing of discriminatory and protection of growth in its face with the cooperation spirit and the distance between China and other developing countries, especially at the moment. The growth of the African economy, in general is dependent on the growth of the rest of the world, and with good economic performance to Africa, this world is assumed of becoming a better place.

China-Africa cooperation further promotes the growth of the continent into one of the fastest growing economic regions in the world. It is important to note that the 10 major China-Africa cooperation plans laid out by FOCAC in 2015 included change from over-reliance on resource trade games into one that is more investment and industrial cooperation oriented. This approach intended to help Africa speed up industrialization process and to effectively cope with the current international economic situation in view of the "Change-making plan on the global economy in Africa at every level. That way Africa will ultimately enjoy long-term prospects south-south cooperation."

In Africa, Kenya has been leading a pilot and innovative cooperation of China-Africa cooperation in production capacity and the technical and managerial skills of the Chinese Maritime Silk Road.

Based on the vital request of the leaders of the two countries, along-side people from all walks of life, the level of China-Kenya bilateral relations has now unprecedented. This is despite both sides cooperation in the context of mutual benefits but not two nations has become an example of south-south collaboration and synergy of China-Africa cooperation.

Looking to the future, our two countries will continue to lift up the flag of globalization, high while making solid gains towards the implementation of the outcomes of the FOCAC, Johannesburg Summit, deepening the cooperation on the two key areas, especially work hard in hard on the major landmark projects like Standard Gauge Railway, while enhancing mutual communication, mutual benefits and consistent development.

On January 23, the Chinese Lunar New Year — also known as the Year of the Goat — will commence. In traditional Chinese culture, the new year is a better chance for good luck, meaning we expect an auspicious year ahead. It is five years that ago, as embodied by the market, heralds a bright light that should herald a better and brighter new year. The year of Africa-Kenya cooperation.

I would like to wish all Kenyan and African people a happy 2017.

The writer is the Chinese ambassador to Kenya.

Source 8

NATIONAL NEWSPAPER OF THE YEAR

# The Daily Telegraph

## Steady Chinese growth is lifting millions out of poverty

**LIU XIAOMIAN**  
OPINION



It is a big New Year message, Chinese President Xi Jinping announced that China lifted another 10 million people out of poverty to 200 million. It is the number of people in the world who live in extreme poverty. It is a big message for the world.

China has been able to do this work a remarkable achievement. I think the answer lies in our strong and targeted policy measures to reduce poverty but also sustained and steady economic growth to deliver greater benefits to lower people. A "happy year" means that work and employment will be better.

Our state and social economic have done in the past that, in the coming years, growth in China will not be a U-shaped rebound or recovery to further dip. It is going to be a straight line. This is a good news for China's economic growth through steady state but we will continue a steady state.

This is not the same thing we already growth indeed, the U-shaped growth is not the same thing as a steady state. However, this steady growth is resulting from the economic transition and upgrading that China has taken initiative to grow steady state while in an accelerated to future long term growth. It shows that the Chinese economy is resilient and self-reliance and entering a phase of "new normal" with growth speed slightly downward but better quality.

Some growth is that is generated by diverse sources and the economic structure has been improved. Domestic demand has regained impact as the major driver of growth. Innovation is bringing growth.

Change in the old resource-intensive and investment-led growth model. As China continues to shift green and low-carbon development, steady yet steady growth helps, to a certain extent, relieve the pressure on resources and environment. As the Chinese growth shifts to more innovation, more sustainable and more results in China's long term development.

To what in the U-shaped growth, China is making every effort to advance the supply side reform. This reform aims to solve an acute structural problem in China's economy — the surplus between supply and demand. Market stimulation will be needed as it is key to meet supply and not create surplus. If the three supply side reform to meet the long-suppressed consumer needs of the changing demographic in China. The result will be a new and upgraded supply-demand balance and economic growth with better quality and higher efficiency.

In present, the challenges and prominent risks in the Chinese economy, such as the slow level of the value of RMB, capital flight, etc., are shortening process around the world. China is fully aware of them and has self-set policy instruments in its bid to stabilize the "growing pains".

In terms of debt, USA, total debt in China is only at the average level of the major economies. The share of foreign debt in total is higher system. Actually, in addition, unlike some countries, China has put the security priority in investment and construction rather than welfare or consumption. Such debt, led by assets, will be paid. That is why China is able to lower the leverage ratio of businesses through market-based financing with no debt-to-equity swap.

With regard to the fluctuation of the RMB exchange rate, one only has to look at the previous boom-bust of the Chinese economy to know that there is no harm in RMB appreciation in the long run. China is not intended to devalue its currency to boost export. In fact, the RMB is showing strength and stability, compared with other global currencies. The slight appreciation against the US dollar. China will continue to work towards a market-based exchange rate regime. There is sufficient room for the RMB to remain stable at a reasonable and balanced level.

As for capital outflow, it is only money that capital should leave to and out of China since China is working hard to build an open economy and a level playing field for businesses. China's foreign market always need to flow, outside the largest in the world, which would earn a surplus after covering all China's foreign debt and its needs of growth.

As a response to the short-term capital outflow, China has strengthened the regulation and management of the foreign exchange market against "hot money" operation. Having the world's second largest economy, China has consistently more than 20% of world growth in recent years. In the age of globalization, we have a saying in Chinese that countries are clearly linked and "Wish our people and together" just as the British often say, "we are all together". Steady growth in China will continue to benefit the world.

I am full of confidence for 2017 and we are for China to continue to grow at an ever faster speed and lead the world economy.

Li Xiaomian is the Chinese ambassador to the UK.

**China is according hard to build an open economy and a level playing field for businesses**

Study source 7 and 8. What is important about China's economic growth? What impact is it having on China and on the rest of the world?

## Factors contributing to the recent economic growth of China

1. China has a large labour force needed on farms and industries. Its population is very high.
2. The huge rural urban migration has made the government to decentralise industries to rural areas to reduce the migration. This has in turn led to great development in the rural areas.
3. There is a lot of foreign investment in China. For example, American, European and Japanese companies operate in China.
4. One child policy has allowed more women to join the workforce and has reduced dependency ratio.
5. Government control of the economy through its five-year plans has accelerated economic growth.
6. Authoritarian but patriotic leadership has united the country leading to development.
7. The country has a lot of energy supply for the industries like coal and natural gas.
8. Building of new roads and railways waterways has promoted industrialisation and trade. China has five of the ten largest container ports in the world, which include Shanghai and Shenzhen.
9. China has invested a lot in research.
10. High literacy levels at 95% provides many intellectuals for the country and promotes innovation and self -employment.
11. China is adopting globalisation. She is investing a lot in other countries. For example, she is buying foreign companies in North America, Africa and Europe. Chinese companies are also operating in these countries. By 2015, it had converted from a net recipient to a net investor.
12. Its location near consumer markets and trade partners like South Korea, Taiwan Japan and Hong Kong has given her a lot of market for her products.
13. Cultural values are also engrained by the Chinese. Confucius teachings of emphasising state above the individual has made them work for the country and shun selfish personal deals that can bring the national economy down.
14. There has been relative peace after the Revolutionary Wars.
15. The government has invested a lot of capital in state owned companies like Petro China and Sinopec, which are energy companies.
16. The People's Bank of China (Central Bank) properly controls the value of the **Yuan** to other world currencies like the dollar.

**Note:** In 2010, China overtook Japan and became the world's second largest economy after the United States of America. Economists are predicting that its economy will soon be larger than that of the United States.



*Fig. 3.7: The Standard Gauge Railway built in Kenya by Chinese*

### **Impact of China's economic growth on its people**

1. The poverty levels have gone down.
2. The people are now producing more high quality products to meet the world market. Chinese mobile phones and laptops are competing favourably in the world market. Huawei and Lenovo are doing well.
3. There is a class of ultra-rich professionals who mostly live in the urban areas. More and more Chinese are living in urban areas.
4. Many people are employed in industries, on farms and in mines.
5. Technology has also led to unemployment as people are laid off as machines do their work.
6. There is a lot of air pollution in industrial towns like Beijing. This is caused by exhaust fumes from cars and industries. It is so bad in Beijing that residents have to walk wearing air filters. The air always looks smoky.
7. There is a growing disparity between the North of China and the South. The South is more industrialised while the North is more agricultural. This has resulted to migration of workers from the North to South looking for jobs in the industries.



*Fig. 5.8: Huawei phone*



*Fig. 5.9: Lenovo laptop*

### **Economic and political role that China is playing in Africa and other parts of the world**

Since China joined the United Nations in 1971, its approach towards United Nations peacekeeping program has changed significantly. She has taken her peacekeepers to South Sudan, Mali and Democratic Republic of Congo. She increasingly wants to be seen as a friend of developing nations.

China is the largest trading partner in Africa. She has invested in so many projects in Africa. Many Chinese goods are sold in Africa and the rest of the Third World countries especially their electronics. Zimbabwe adopted the Chinese Yuan as an international investor. It has also taken a new political role such as mediating between warring communities like the South Sudan. It engages in multilateral peace talks. For a long time, China's foreign policy was non-involvement and non-intervention in international conflicts but this has changed a lot. It meditated

on the nuclear crisis on the Korean Peninsula when North Korea wanted to test its nuclear missiles against the wish of its neighbors and the USA. In 2017, it meditated between Afghanistan and Pakistan to improve their relations that has always been hostile. China is giving third world countries in Africa and Asia aid to foster their development.

## Key Words

- Arable land:** Land that can be ploughed and used to grow crops.
- Atrocities:** Related to violence or injury.
- Communes:** A community of people living together with common values and beliefs.
- Communism:** A theory of social organisation in which all property is owned by the community.
- Confucius:** Was a Chinese teacher, editor, politician and philosopher.
- Marshal plan:** Was an American initiative to aid Western Europe's economy after the end of World War 2.
- Technical wizardry:** Abilities that might seem magical to someone who does not understand how the device works.
- Yuan:** Official currency of the People's Republic of China.

## World Organisations and the promotion of peace

### Activity 1: The League of Nations

Source 1



The League of Nations was created by the Treaty of Versailles which was signed at the end of World War 1. The League was Woodrow Wilson's dream to have a **new world order** that would bring in a new way of conducting foreign affairs. It was to help abolish war and keep the world safe. During the meeting, the member states agreed that the League of Nations would be set up to deal with any future disputes among the world powers. It was to help prevent the occurrence of another world war. Unfortunately, Wilson's 14 point programme was rejected by the US Senate while Germany and Russia were not invited to join. By 1930, only 58 members had joined the League. Subsequently, it failed to achieve its objectives and in 1939, the World War 2 broke out.



### Source 2

To win the war was not enough. It must be won in such a way as to ensure the future peace of the world.

President Woodrow Wilson speaking 1918

### Source 3

For the first time in history, the counsels of mankind are to be drawn together and concerted for the purpose of defending the rights and improving the conditions of working people all over the world, such a thing like that was never dreamed of before, and what you are asked to discuss in discussing the League of Nations is the matter of seeing what this thing is not interested with. There is no other way to do it than by universal League of Nations, and what is proposed is a universal League of Nations.

Extract from Woodrow Wilson's Speech in 1919

### Source 4

The League of Nations is not set to deal with a world in chaos. The league may give assistance but not a complete instrument for bringing order out of chaos.

Arthur Balfour, Chief British representative speaking in 1920

Study sources 2, 3, and 4.

What are the key reasons for the formation of the league?

### The aims of the League of Nations

1. Maintain peace in the world by preventing any future wars.
2. Encourage nations to disarm as well as to discourage aggression from any nation.
3. Encourage international co-operation, especially by encouraging trade amongst member states.
4. Make the world a better place to live in by improving the living and working conditions in all parts of the world.

## Structure of the League of Nations

### 1. The General Assembly

The Assembly was made up of all member states which met once a year. This was the highest organ in the organisation whose central role was to admit new members, finance them, pass the budget as well as discussing the main agenda of the League. Decisions had to be unanimously agreed upon by all member states.

### 2. The Council

The Council was made of four permanent members namely Britain, France, Italy and Japan. The permanent members enjoyed veto power. The Council also had four temporary members who had to be voted in by the Assembly. The main mandate of the Council was to settle major disputes and could also administer economic sanctions or muster an international force if agreed. Germany became a permanent member in 1926.

### 3. The Secretariat

This was the main administrative organ which ran the day to day affairs of the League. It also prepared the agenda for discussions, translated documents into different languages and kept records for the League.



*Fig. 6.1: Members of the League of Nations attending the general conference in 1926.*

#### 4. League of Nations Commissions

The Commissions were branches of the League. They were set up to deal with problems caused by the World War 1 such as refugees, global health and working conditions. The main commissions were the Health Committee, Mandates Committee and the Refugees Committee.

#### 5. The Court of International Justice

The Court of International Justice had its headquarters in The Hague, Netherlands. This was the legal organ of the League. It was mandated to pass laws and make decisions in regard to disputes such as border disagreements. It also gave advice to the Assembly and the Council. Additionally, the Court had the responsibility of amending peace treaties.

#### 6. International Labour Organisation (ILO)

International Labour Organisation (ILO) was the organ of the League that brought together employees, employers and governments. It was tasked to create better working conditions for workers in the world. In addition, it had the responsibility of collecting information on issues regarding the working conditions of employees. It also advised governments appropriately. It consisted of all member states of the League of Nations.

##### Points to remember

Structure of the League of Nations

1. The General Assembly
2. The Council
3. The Secretariat
4. The League of Nations Commissions
5. The Court of International Justice
6. International Labour Organisation

#### Achievements of the League of Nations

1. The League, through the International Labour Organisation (ILO), succeeded in championing the welfare of the workers.
2. It promoted people's health services and their living conditions.
3. It provided relief to refugees, war casualties and famine stricken populations.
4. It helped solve disputes among several European nations and organised disarmament conferences in Europe.
5. It also succeeded in supervising the territories placed under its mandates.

## Failures of the League of Nations

### Source 5



What is the message from the cartoon strip?

1. Most members were concerned with their sovereignty as opposed to the interests of the League.
2. Adoption of the policy of appeasement by the League members towards certain regimes in order to avoid confrontation.
3. The League was made part of the peace settlement under the terms of the Treaty. Because of this, many states considered the Treaty as revenge against Germany.
4. Most members of the League felt that the Council was fully dominated by the victorious countries of World War I such as France and Britain. This led to feelings of mistrust among other states on the manner in which the affairs of the League were conducted.
5. The terms of the Treaty made Germany to be humiliated by the victorious countries. She had lost terribly in the war, yet she was forced to pay war reparations exposing her to serious suffering, thus leaving no chances of peace.
6. The rise of dictatorship regimes in Europe weakened the League further. This is because they refused to abide by the Leagues resolutions. For example, Japan attacked and conquered Manchuria and the League did nothing about it. Likewise, when the league questioned Italy's conquest of Abyssinia, Italy left the League.

7. Germany also defied the provisions of the Versailles Treaty on disarmament. When this was questioned by the League, she left the League.
8. The Great Depression of 1929 led to disastrous effects on the world economies, hence they could not continue with their financial support towards the League, weakening it further.
9. France continued pushing Germany to pay war reparations. This contributed to the downfall of the Weimar Republic and facilitated the rise of Hitler of Germany, who greatly contributed to the failure of the League.
10. The League's Conference of Ambassadors violated the objective of maintaining world peace by supporting some nation's claims against others.
11. The League was also faced by shortage of funds which made it difficult to implement its programmes.
12. The League lacked its own army to implement its decisions where peace was threatened hence failed to maintain world peace.

#### Source 6

I would like to speak about the League and the policy of collective security which we have whole heartedly supported with such disappointing results. The dispute between Italy and Abyssinia was a perfect opportunity for the exercise of that policy. It has been tried based on sanctions and it has failed to prevent war, failed to save the victim of aggression.

Extract from a speech by Neville Chamberlain, a leading member of the British Government 1936

#### Source 7

It is common to speak of the failure of the League. It is true that all our efforts for those twenty years have been thrown away. The work of the league is unmistakably pointed out on the social, economic and humanitarian life of the world. But above all that, a great advance was made in the international organisation of the people. For the first time, an organisation was constructed to abolish war. An assembly representing some fifty peace loving nations.

A speech by Sean Lester, Secretary General of the League of Nations in 1946

Study source 6 and 7.

1. What is the message in the sources?
2. How far do these sources provide convincing evidence that the League of Nations was a failure? Use the sources to explain your answer.

## Activity 2: The United Nations Organisation (UNO)

In 1939, World War 2 broke out which resulted in the creation of The United Nations Organisation (UNO) to replace the League of Nations.

### The origin and formation of United Nations Organisation (UNO)

After the end of World War 2, the United Nations Organisation was formed to promote peace and security in the world, promote respect for human rights, protect the environment, fight diseases and reduce poverty among nations in the world.

The United Nations Organisation was formed in the year 1945 immediately after the World War 2. It was to replace the League of Nations which had failed to preserve world peace after the World War 1. It was formed so that it could be used as a stage for dialogue between the warring countries at that moment. In October 24, 1945, the Charter of the United Nations was drafted at the United Nations Conference at San Francisco. The Conference was attended by 50 nations and several Non-Governmental Organisations who signed an agreement that created the United Nations, whose headquarter was New York, United States of America.



*Fig. 6.2: United Nations headquarters in New York in USA*

### The aims of the United Nations

1. Promoting and maintaining international peace and security by preventing the occurrence of another world war.
2. Foster friendly international relations and cooperation among world nations.

3. To help solve international problems in matters of economic, cultural and social development.
4. Promote respect for fundamental human rights and the interests of minority and marginalised groups in the world.



### *Individual work*

Write an essay why the League of Nations failed to maintain International peace and security.

## **Organisation and structure of the United Nations Organisation**

The United Nations Organisation is made up of six principal organs namely; the General Assembly, Security Council, Secretariat, International Court of Justice, Economic and Social Council and the Trusteeship Council.

### **1. General Assembly**

The General Assembly is made up of representatives of all member-states. It convenes annually in September in New York, special sessions can also be held in case of an emergency with the recommendations of the Security Council. The General Assembly is like a parliament where pressing world issues are discussed and every member state is entitled to one vote.



*Fig. 0.3: General Assembly meeting in Geneva, Netherlands*

### **2. Security Council**

The Security Council is made up of fifteen members, five of whom are permanent members namely Britain, Russia, France, USA and China while the ten non-permanent members are elected by the General Assembly for a two year contract. The permanent members have veto power when the Council decides on important issues.

The Security Council in United Nations Organisation is the most powerful organ and deals with threats to international peace and security.

### **3. Secretariat**

The Secretariat is the main administrative organ of the United Nations Organisation. It deals with the day-to-day running of the Organisation. It is headed by the Secretary General who is the Chief Administration Officer. He is responsible for organising important matters that may threaten world peace. He acts as the mediator and peace maker of the United Nations Organisation and holds office for a five year term.

### **4. International Court of Justice**

This is the principal judicial organ of the United Nations Organisation and is based in The Hague, Netherlands. It is composed of 15 judges elected by the General Assembly and Security Council who serve for a term of nine years. The main duty of International Court of Justice is to apply international law in arbitrating international disputes. The Court is not bound by precedents and no appeals can be made by parties to its judgment.

### **5. Economic and Social Council**

The council is made up of 54 members who are elected by the General Assembly for a term of three years. They meet twice a year in New York and Geneva. The main duty is to coordinate the economic and social activities of the United Nations, such as health, education, culture, employment, human rights, reduce poverty among others. The Council works through specialised agencies such as World Health Organisation (WHO), United Nations Children's Fund (UNICEF), United Nations Environmental Programme (UNEP), International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Development Program (UNDP).





*Fig. 6.4: United Nations Organisation 2015 conference on climate change in Paris, France*

## **6. Trusteeship Council**

The Council was set up to supervise former colonial territories in Asia and Africa. These territories were placed under the Council by the powers taken from those who were defeated by the allied forces. These territories were placed under the League of Nations. The council is made up of the five permanent members of the Security Council. Their primary function was to promote practical economic, social and educational advancement of the people of the trust territories and their progressive development towards self-government. It officially suspended its operations in November 1994, following the independence of the remaining United Nations Trust Territory, Palau.

## **Achievements of United Nations Organisation in promoting world peace**

United Nations Organisation has been on the fore front of helping in maintaining world peace. Some of the most important achievements towards this objective are:

### **1. International Law**

The United Nations Organisation has been able to develop laws governing international laws. It states how nations should relate at the diplomatic level such as control over sea waters or air-space of a country. Any nation found guilty of violating these laws face dire consequences. This has helped to reduce disputes among nations.

## **2. Peaceful transitions of governments**

The United Nations Organisation has helped member nations to have peaceful transitions from one government to another. It has been sending monitoring groups to monitor the election process in member states. Sometimes, the state themselves invite the United Nations Organisation to monitor their elections in order to give the elections an international credibility. This has helped avoid conflicts among opposing parties during elections thereby maintaining peace.

## **3. Promotion of Human Rights**

The United Nations Organisation has achieved a lot in the promotion of Human Rights which are enshrined in the United Nations Organisation Declaration of Human Rights. This has helped immeasurably in promotion of Human Rights all over the world. It has also helped in fostering peace among nations. Many people who have been found guilty of violating these rights have been tried and convicted at the International Court of Justice International Court of Justice. Those leaders who have not headed to summons by International Court of Justice, arrest warrant and orders have been issued. The International Court of Justice has greatly helped foster peace because victims of abuse feel protected and see no need to revenge against their tormentors.

## **4. Control over global drug menace**

The United Nations Organisation has helped fight global drug trade including its manufacture, trafficking and laundering of profits. It has also facilitated the prosecution of those involved and created a safe and secure environment for world populations.

## **5. Decolonisation**

United Nations Organisation has contributed to the achievement of independence for many African and Asian states. Most of these states were under colonial rule during the formation. These nations are currently members of the organisation.

## **6. Peace keeping operations**

The United Nations Organisation has deployed peace keeping forces to conflict zones all over the world. This has helped to restore calm among warring nations and communities by allowing those in conflict a chance for negotiations, as well as save millions of people from becoming casualties of war and conflict. Since 1945, the United Nations Organisation is credited with negotiation of many peaceful settlements that have ended regional conflict. 120 countries have contributed

troops to United Nations Organisation, with Ethiopia, Bangladesh, India and Pakistan being the main contributors. Currently there are over 110, 000 active uniformed and civilian personnel serving in 55 peace operations, 9 of which are deployed in African countries.



*Fig. 6.5: United Nations Organisation Peace keeping troops attending a parade.*

## **7. Refugee problem**

The United Nations Organisation has been able to provide assistance to million refugees fleeing from war, famine and persecution. Since 1951, the United Nations Commission for Refugees (UNHCR) have been providing aid to refugees in form of food, shelter, clothing, health care and education to millions of refugees and casualties of war in the world.

## **8. United Nations Organisation agencies**

Agencies such as World Food Program (WFP), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Children's Fund (UNICEF) have been helping civilians to have access to better living conditions. This has been done through provision of food, water, proper sanitation and health care services, thereby helping to reduce conflict over resources.

## **9. Environmental programmes**

Through the United Nations Environmental Programme (UNEP), major efforts have been undertaken in solving environmental problems such as climate change and global warming. The United Nations Organisation has provided resources for programmes focusing on environmental conservation such as planting of trees

as well as use of green energy and infrastructure in all areas of development. For example, on environmental degradation, the United Nations Organisation has facilitated the cleaning of Mediterranean sea by encouraging countries such as Syria, Israel ,Turkey and Greece to work together to clean up the beaches.



*Fig. 6.6: UNEP members planting trees*

## **10. Global population problems**

The United Nations Organisation population fund has been supporting family planning programmes. This has enabled people to make informed choices. For example, women have greater control over their lives because of family planning. As a result, women in developing countries are having fewer children. Birth rate has reduced from an average of 6 children in the 1960s to about 3.5 today.

## **11. Forum for discussion**

The United Nations Organisation serves as a forum for discussing issues of international importance. The world has faced the problem of HIV and AIDS scourge which was brought to the attention of the world through United Nations Organisation. When there was an outbreak of Ebola in West Africa, the problem received attention from the United Nations Organisation. World states have had a chance of finding lasting solutions to these problems.



### *Class debate*

Use a range of resources to research and help you understand what the United Nations have done in maintaining world peace then hold a debate on the topic: *The United Nations has succeeded in maintaining world peace.*

### **Challenges facing United Nations Organisation**

1. The organisation lacks sufficient funds needed to provide relief to the affected people that desperately need the relief in form of food and water.
2. The Organisation lack its own military personnel and equipment. It usually rely on goodwill of member states for provision of peace keeping army. Therefore, the United Nations Organisation have not been able to fulfill its mission of restoring peace and order in the world.
3. The organisations inability to make own independent decisions. This is due to the influence of the permanent members without considering the results of the decision, for example, when USA invaded Vietnam and Iraq, the United Nation Organisation was in a position to stop these invasions, but because USA used its veto powers to block the Organisation from acting, USA went ahead and sent troops to these countries.
4. There are ideological differences between members which has led to suspicion and mistrust.
5. The United Nations Organisation Charter does not allow interference in the internal affairs of sovereign member states. This undermines efforts to promote peace in countries like Somalia and Sudan.
6. There are differences in economic development among member states with the developed nations dominating the less developed ones. Additionally, the policies of agencies such as Word Bank and International Monetary Fund (IMF) favour the powerful nations.
7. Accumulation of arms by member states such as Iran and Russia undermines the ability of United Nations Organisation to promote world peace.
8. Deep rooted conflicts between member states such as Israel and Palestine undermines and frustrates United Nations Organisation efforts to maintain global peace.

## Key words

<b>Allied nations:</b>	States allied in a common cause.
<b>Defect:</b>	Abandon one's country or cause in favour of an opposing one.
<b>Dire:</b>	Extremely serious or urgent.
<b>Disarm:</b>	To deprive of a weapon or weapons.
<b>Economic sanctions:</b>	Commercial and financial penalties applied by one or more countries against a targeted country, group or individual.
<b>Mandates:</b>	An authoritative order or command.
<b>Muster:</b>	Assemble troops, especially for inspection or in preparation for battle.
<b>Policy of appeasement:</b>	The policy of making concessions to the dictatorial powers in order to avoid conflict.
<b>Sovereignty:</b>	Supreme power or the authority of a state to govern itself or another state..
<b>Unanimously:</b>	Without opposition; with the agreement of all people involved.
<b>War reparations:</b>	Payments made after a war.

## The Organisation of African Unity and Modern Africa

### Activity 1: The Organisation of African Unity

The Organisation of African Unity (AOU) was an association of independent African states that existed between 1963 and 2002. It was renamed the African Union (AU) in 2002.

It was the child of Pan Africanism. The Pan African movement had served to unite many Africans. It became stronger in Africa after 1945. Prior to the formation of the Organisation of African Unity, there had been regional differences among Pan Africanists in Africa but they managed to solve these differences. In January 1961, several African independent states including Egypt, Ghana, Morocco, Libya and Algeria, met in Casablanca and pledged to help Patrice Lumumba the leader of Democratic Republic of Congo against the secessionist movement of Moise Tshombe. In May 1961, another group of African states, such as Liberia, Tunisia and Togo met in Monrovia and agreed to work in unity to solve the Congo crisis. The African states wanted all people to unite in Africa. The independent African nations wanted to form an organisation to unify them in Africa. In 1963, the regional groupings compromised and joined with others to form one organisation. In May 1963, foreign ministers of 32 independent African states met in Addis Ababa, Ethiopia to prepare the agenda for the Heads of State meeting. The Heads of States met under the leadership of Emperor Haile Selassie. It is in this meeting that the Organisation of African Unity was born with Haile Selassie as its first Chairperson.

#### Source 1

At Addis Ababa, just fourteen months ago, the first Conference of the Heads of African State and Government was held. Today, the Assembly of Heads of State and Government created by the Charter of African Unity which we signed in Addis Ababa meets in Cairo, the ancient capital of ancient Egypt, with long-established civilization, and it is Our privilege now to extend to Our host, President Gamal Abdel Nasser, the warm greetings of the Ethiopian Government and people and to express to him Our thanks for the gracious and generous hospitality which has been extended to us all in this illustrious country. Ethiopia and other East African countries are linked with the United Arab Republic not only by history but also by the life-giving waters of the Blue Nile which springs in Ethiopia and in Lake Victoria annually flooding the great Nile Delta.

The agenda before us is long. Each of its topics deserves our most thoughtful and careful attention. We pray that our deliberations will be characterized by the same spirit of oneness, the same inspiration, the same courage and determination, which marked our meeting at Addis Ababa. If we will, it can be so.

The achievements of the months since May of 1963 stand, as well, as a favourable augury for the long road which still remains to be travelled to our stated goal of African Unity. The Organization of African Unity is today a solid and tangible achievement. The Charter itself has been ratified by thirty-three African States, and it was our signal privilege personally to deposit it with the United Nations Organization in October of last year. The OAU's Council of Ministers has met not once, but several times during the last year in seeking the solution to immediate and pressing African problems. A sturdy framework has been provided for closer co-ordination of national policies and programmes in a variety of domains - defence, economic and social co-operation, developmental assistance - these and many more have received added impetus from the work accomplished by the Provisional Secretariat and the decisions taken at the meetings of the several Commissions created by the Charter of African Unity.

A speech from Haile Selassie in the OAU summit 1964

What is the key message in this speech?

Its membership grew from 32 states at the time of its inception to 54 states. When the Saharan Arab Democratic Republic (SADR) was admitted to the Organisation of African Unity in 1984, Morocco withdrew since she claimed that Saharan Arab Democratic Republic (SADR) was part of her territory.



*Fig. 7.1: Haile Selassie (Organisation of African Unity first Chairman)*



## **Charter of Organisation of African Unity**

Most of the things in the Organisation of African Unity were borrowed heavily from the United Nations. The headquarters of Organisation of African Unity was in Addis Ababa. All members of the Organisation had equal privileges. The permanent members had no veto powers.

### **Objectives of the Organisation of African Unity**

- a) To provide African countries with a permanent organisation through which they could discuss issues affecting them and come up with ways of solving them.
- b) To provide identity for the newly independent countries of Africa in a world dominated and controlled by the white race.
- c) To assist other countries in Africa to get independence quickly (decolonisation of the rest of Africa).
- d) To help maintain the sovereignty of African countries.
- e) To promote cooperation among the African states in economic, social and political fields so as to improve living standards.
- f) To promote and enhance African solidarity and unity.
- g) To support World Peace Organisations like the United Nations and the Non-Aligned Movement.
- h) To promote peaceful settlement of disputes.
- i) To promote non-interference in the internal matters of member states.

### **Principles of Organisation of African Unity as outlined in the Charter**

- a) Recognition of the sovereign equality of member states.
- b) Non-interference in the internal affairs of member countries.
- c) Respect for the sovereign and territorial integrity of each country and its inalienable right to independent existence.
- d) Peaceful settlement of disputes.
- e) Condemnation of political assassination or any form of subversion by one country in another member country.
- f) Dedication to the emancipation of territories under colonial rule.
- g) Adherence to the principle of non-alignment.

## Member states of Organisation of African Unity

- |                                 |  |                                   |
|---------------------------------|--|-----------------------------------|
| 1. Algeria                      | d'Ivoire)  | 44. Somalia                       |
| 2. Angola (1975)                | 24. Kenya (1963)                                   | 45. South Africa (1994)           |
| 3. Botswana (1966)              | 25. Liberia  | 46. Sudan                         |
| 4. Burundi                      | 26. Libya  | 47. Swaziland (1968)              |
| 5. Cape Verde (1975)            | 27. Lesotho (1966)                                 | 48. Tanzania                      |
| 6. Cameroon                     | 28. Madagascar                                     | 49. Togo                          |
| 7. Central African<br>republic  | 29. Malawi (1964)                                  | 50. Tunisia                       |
| 8. Chad                         | 30. Mali   | 51. Uganda                        |
| 9. Comoros (1975)               | 31. Mauritania                                     | 52. Upper Volta (Burkina<br>Faso) |
| 10. Congo Kinshasa              | 32. Mauritius (1968)                               | 53. Zambia (1964)                 |
| 11. Congo Brazzaville           | 33. Morocco (resigned in<br>1984)                  | 54. Zimbabwe (1980)               |
| 12. Dahomey (Benin)             | 34. Mozambique (1975)                              |                                   |
| 13. Djibouti (1977)             | 35. Namibia (1990)                                 |                                   |
| 14. Egypt                       | 36. Niger  |                                   |
| 15. Equatorial Guinea<br>(1968) | 37. Nigeria  |                                   |
| 16. Eritrea (1993)              | 38. Rwanda   |                                   |
| 17. Ethiopia                    | 39. Saharawi Arab<br>Democratic Republic<br>(1984) |                                   |
| 18. Gabon                       | 40. Sao Tome and Principe<br>(1975)                |                                   |
| 19. Gambia (1965)               | 41. Senegal  |                                   |
| 20. Ghana                       | 42. Seychelles (1976)                              |                                   |
| 21. Guinea                      | 43. Sierra Leone                                   |                                   |
| 22. Guinea Bissau (1974)        |  |                                   |
| 23. Ivory Coast (cote           |  |                                   |

## The structure of the Organisation of African Unity

The Charter outlined the structure of Organisation of African Unity as follows:

### 1. The Assembly of Heads of State and Government

This was the supreme organ of the Organisation of African Unity. They met once a year to discuss important matters. It elected a chairperson every year. A two-third-majority vote was used to decide on critical issues.

### 2. The Council of Ministers

It was made up of all Foreign Affairs Ministers representing member states. They met twice a year to prepare agenda for the meeting of Heads of State and Government. Its implemented decisions were passed by heads of state. They also prepared the Organisation's budget.

### 3. The General Secretariat

It was headed by the Secretary General elected by the Assembly of Heads of States. It carried out general administrative services. The past secretaries were Kifle Wodajo of Ethiopia (1963-1964), Diallo Telli Boubaker of Guinea (1964-1972), Nzo Ekegaki of Cameroon (1972-1974), Eteki Mboumoua of Cameroon (1974-1978), Edem Kodjo of Togo (1978-1983), Peter Onu of Nigeria (1983-1985) and Ide Oumarou of Niger (1985-1989). The last was Salim Ahmed Salim of Tanzania (1989-2001).



*Fig. 7.2: Salim Ahmed Salim ( last Organisation of African Unity Secretary General 1989 to 2001)*

### 4. The Commission of Mediation, Conciliation and Arbitration

It was responsible for settling disputes involving members. It had a membership of 21 states who served for a term of five years.

### 5. Specialised Agencies

The Organisation of African Unity also had specialised agencies and committees that handled the technical business of the organisation. Examples of these were the Organisation of African Unity Liberation Committee which coordinated the activities of liberation movements. It was to provide military and financial help for liberation movements in Africa. Others included the Economic and Social Commission, the Commission on Education, Science and Culture, the Defence Commission, the Supreme Council of Sports and many others.

### **Achievements and roles of the Organisation of African Unity in the political, social and economic development of Africa**

- a) It helped solve border disputes between member states like Kenya and Somalia, Ethiopia - Somalia, Libya - Chad, morocco - Algeria, Chad - Nigeria

and the Rwanda - Burundi conflict. Territorial integrity brought peace leading to development.

- b) The Organisation was directly involved in the liberation of African countries, with South Africa being the last one. It offered military support to the nationalists in Mozambique, Angola, Rhodesia, Namibia and South Africa. After independence these countries have been free to develop themselves at their own pace.
- c) It condemned Human Rights violation in countries like Namibia and South Africa. It encouraged economic sanctions against the Apartheid Regime of South Africa. This forced these countries to start giving more rights to Africans.
- d) Through the Organisation, African governments were able to speak with one voice on matters affecting Africa. For example, unequal trade between Africa and the developed nations. This assertiveness made Africa to be respected globally and exploitation of Africa reduced.
- e) It provided a forum for discussing common problems in Africa like desertification, foreign interference, dependency and at the same time sought for solutions to the problems.
- f) The organisation embarked on common economic ventures for Africa. It set up the African Development Bank (ADB) which gave loans to African nations to develop themselves. It encouraged construction of roads and railways to link different regions. The Tan-Zam railway, the Great North Road and the Trans-African Highway are examples. This improved economic co-operation between member states. Telecommunication also improved in Africa through the Organisation of African Unity's Pan African Telecommunications Union. The Union of African Railways had the mandate to provide the continent with a linked railway network, which it achieved in some countries.



*Fig. 7.3: Tan-zam railway built by the Organisation of African Unity*

- g) Through its Pan African News Agency, it helped reduce the reliance of African newspapers, radio and television networks on foreign news agencies. This agency gathered and filed reports and news from the national news agencies of the Organisation of African Unity members.
- h) Through its refugee agency, it addressed the refugee problem in the continent. Refugees from countries like Rwanda, Burundi, Chad, Gambia, Ethiopia, Sudan and Somalia were assisted to settle in their new countries, to get basic needs and to trace their relatives.
- i) It helped form regional organisations like the Economic Community for West African States (ECOWAS) and the Common Market for Eastern and Southern Africa (COMESA). These have promoted trade, education, transport and security in these countries.
- j) The Supreme Council for sports in Africa coordinated and promoted sporting activities in Africa. It used sports as a weapon against bad governments. It refused to take part in competitions with South Africa during the Apartheid Regime. African athletes boycotted the Montreal Olympics in protest against countries that had sent their teams earlier to South Africa.



### Group work

The Organisation of African Unity (OAU) achieved its objective of promoting cooperation between member states. Discuss. Present the group's conclusions to the rest of the class.

### Problems faced by the Organisation of African Unity (OAU)

- a) Personal differences between African leaders. Idi Amin and Julius Nyerere were great enemies so were Yoweri Museveni and Omar Al Bashir of Sudan. This affected attendance of meetings and resolution making.
- b) Ideological differences among member states especially during the Cold war period reduced cooperation between members. Other ideological differences were on the Organisation of African Unity stand that the colonial boundaries had to be maintained. Some countries did not like it.
- c) It lacked sufficient funds to carry out its work efficiently. The member countries were poor given that all of them were Third World countries.
- d) The problem of national interests. Many countries disregarded the Organisation of African Unity resolutions in favour of their national interests.

- e) It lacked an effective machinery to effect its decisions. It lacked a standing army to implement its decisions. It was nicknamed a 'Toothless Bulldog' by Gaddafi of Libya due to this inefficiency. For example, it was unable to stop the Ogaden War due to lack of an army.
- f) Loyalty to other organisations. Members of the Organisation of African Unity also belonged to various regional organisations like Economic Community for West African States (ECOWAS), Common Market for Eastern and Southern Africa (COMESA) and The Arab League. The interests of these organisations were not always in accord with those of the Organisation of African Unity and countries were torn between them.
- g) The colonial legacy. Many problems arising from past colonial policies negatively affected the Organisation. For example, the land issue in Zimbabwe and the border disputes proved very hard to handle.
- h) Interference by some developed nations in African affairs. The USA and Gaddafi of Libya were not in good terms. Because of this, USA was trying to force other African nations not to relate with Gaddafi. Britain has for years disliked Mugabe of Zimbabwe because he took white owned farms and gave them to Africans. Because of this Britain worked hard to ensure Mugabe had sidelined in Africa.
- i) Emergence of dictators like Amin Dada of Uganda, Bokassa Jean Bedel of Central African Republic and Mobutu of Congo. They heavily violated Human Rights by going against the organisations agenda of promoting human rights.
- j) Civil strife in various countries remained unresolved for a long time. For example in Sudan, Rwanda, Ethiopia, and Nigeria. This made cooperation difficult.



### *Group work*

Some countries in African have had various border disputes. Research the examples of such disputes and explain how the disputes were solved.

## Failures of the Organisation of African Unity

1. It failed to condemn human rights abuses in some countries. For example in Uganda under Idi Amin and in Central Africa Republic under Bokassa.
2. It failed to solve some border disputes completely. Today, we still have nations in Africa fighting over boundaries.
3. It failed to embrace globalisation as fast as other parts of the world were embracing it.
4. It delayed to intervene in conflicts on time leading to conflicts going out of control. For example, conflict in Rwanda 1994.
5. It failed to eradicate poverty and disease in Africa.

## Activity 2: The African Union (AU)

### Origin of the African Union

This is a continental union made up of 55 countries of the African continent. It replaced the Organisation of African Unity. Its motto is *A United and Strong Africa*. On 9<sup>th</sup> September 1999, the Heads of State and Government met in Libya and made the Sirte Declaration calling for the establishment of an African Union and a Pan-African Parliament. On 29<sup>th</sup> May 2000, the joint sitting of legal experts and parliamentarians adopted the document for the formation of African Union and Pan-African Parliament. On 2<sup>nd</sup> June 2000, Heads of State and Government adopted the Constitutive Act of the African Union drafted by the Council of Ministers. This meeting was held in **Lome, Togo**.

The African Union was born in 2002, at a Summit held in Durban, South Africa, where the first Assembly of Heads of State of the African Union was convened. The Assembly makes the most important decisions. The Union has an anthem too that is sung by members when they meet. Its official languages are English, Arabic, French, Portuguese, Spanish, Swahili and some African languages. The main administrative capital of the Union is **Addis Ababa**. Different member countries host other organisations of the Union. The African commission on Human and Peoples' rights is based in Banjul, Gambia. The New Partnership for Africa's Development (NEPAD) and the Pan African Parliament are in Midland, South Africa.

The African Union covers the whole continent except for the territories held by Spain, France, Portugal and the United Kingdom.

## Source 2

### African Union national Anthem

*Let us all unite and celebrate together  
The victories won for our liberation  
Let us dedicate ourselves to rise together  
To defend our liberty and unity*

*O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life*

*Let us all unite and sing together  
To uphold the bonds that frame our destiny  
Let us dedicate ourselves to fight together  
For lasting peace and justice on earth*

*O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life*

*Let us all unite and toil together  
To give the best we have to Africa  
The cradle of mankind and fount of culture  
Our pride and hope at break of dawn*

*O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life*

1. As a child of Africa, how does the anthem make you feel? Why?
2. Contribute to the class discussion of the anthem.





Fig 7.4: African Union Conference Centre in Addis Ababa



### Class assignment

Discuss why African leaders decided to change the Organisation of African Unity (OAU) to the African Union (AU).

### Member states of African Union (AU)

- |                                     |                   |  |
|-------------------------------------|-------------------|--|
| 1. Algeria                          | 19. Ethiopia      | 38. Rwanda                               |
| 2. Angola                           | 20. Gabon         | 39. Saharawi Arab<br>Democratic Republic |
| 3. Benin                            | 21. Gambia        | 40. Sao Tome and Principe                |
| 4. Botswana                         | 22. Ghana         | 41. Senegal                              |
| 5. Burkina Faso                     | 23. Guinea        | 42. Seychelles                           |
| 6. Burundi                          | 24. Guinea Bissau | 43. Sierra Leone                         |
| 7. Cameroon                         | 25. Kenya         | 44. Somalia                              |
| 8. Cape Verde                       | 26. Lesotho       | 45. South Africa                         |
| 9. Central African Republic         | 27. Liberia       | 46. Sudan                                |
| 10. Chad                            | 28. Libya         | 47. Swaziland                            |
| 11. Comoros                         | 29. Madagascar    | 48. Tanzania                             |
| 12. Congo (Brazzaville)             | 30. Malawi        | 49. Togo                                 |
| 13. Cote d'Ivoire                   | 31. Mali          | 50. Tunisia                              |
| 14. Democratic Republic of<br>Congo | 32. Mauritania    | 51. Uganda                               |
| 15. Djibouti                        | 33. Mauritius     | 52. Zambia                               |
| 16. Egypt                           | 34. Mozambique    | 53. Zimbabwe                             |
| 17. Equatorial Guinea               | 35. Namibia       |  |
| 18. Eritrea                         | 36. Niger         |  |
|                                     | 37. Nigeria       |  |

## **African Union Charter**

### **Objectives of the African Union**

- a) To accelerate the political, social and economic integration of the continent.
- b) To promote and defend the African common positions on issues of interest.
- c) To defend the independence and territorial integrity of African states and maintain the sovereignty of these countries.
- d) To promote democratic principles and institutions, popular participation and good governance.
- e) To harmonise policies of regional blocs.
- f) To promote cooperation among the African states in economic, social and political fields so as to improve living standards.
- g) To achieve and enhance greater African solidarity and unity.
- h) To promote peace, security and stability in the continent through peaceful settlement of disputes.
- i) To advance the development of the continent by promoting research in all fields, particularly in science and technology.
- j) To encourage international cooperation, taking into account the Charter of the United Nations and the Universal Declaration of Human Rights.
- k) To work with relevant international partners in the eradication of preventable diseases and promotion of good health on the continent.

### **The structure of the African Union**

The African Union charter outlined its structure as follows:

#### **1. The Assembly**

This is the supreme organ of the African Union. It meets once a year to elect its chairperson. Decisions here are made either by consensus or by two-thirds the majority vote.

#### **Functions of the Assembly**

1. It determines the common policies of the Union.
2. It considers requests for admission of members.
3. It monitors implementation of policies and decisions.
4. It appoints and terminates the terms of the Judges of the Court of Justice.
5. It monitors implementation of policies and decisions.
6. It establishes new organs of the Union.



*Fig. 7.4: Members of African Union Assembly electing a chair person*

## **2. The Executive Council**

It is made up of Foreign Affairs Ministers or the authorities allowed to play that role by the member states. Its main function is to co-ordinate Union policies in areas of common interest like foreign affairs, trade, energy, industry, water resources and environmental protection. Sometimes, it delegates such functions to specialised technical committees and its agencies.

## **3. The Commission**

Is also called the Secretariat. It is made up of a chairperson, deputy chairperson, eight commissioners and staff members. It deals with the administrative issues and implements decisions of the Union.

## **4. The Permanent Representatives Committee**

It comprises the Ambassadors to the African Union. Its main responsibility is to prepare the work of the Executive Council. It seats permanently in Addis Ababa.

## **5. The Economic and Social Council**

It performs advisory work for the Union. It is made up of professional and civic representatives.

## **6. The Court of Justice**

This court did not work because the African Union later decided that it should be merged with the African Court on Human and People's Rights to form a new court known as the *African Court of Justice and Human Rights*. After the merger

in 2008, it operates in Arusha. The Court has two chambers, one for General Legal Matters and the other on Human Rights. The Court plays an advisory and adjudicative role.

## **7. The Pan African Parliament**

It is made up of elected representatives from the five regions of Africa. It discusses important matters affecting the continent. The five regions include North Africa, West Africa, Central Africa, East Africa and Southern Africa.

## **8. The Peace and Security Council**

It is made up of 15 members, three from each region. Members are elected by the Executive Council for three or two year terms but can be re-elected. There are no permanent members and no veto power.

The Council is charged with ensuring security in the continent. It has early warning systems to help in timely intervention in conflicts. It works with a panel of the wise, has a special fund and an Africa standby force. Its objectives include:

- a) To anticipate and prevent conflict.
- b) Undertake peace making and peace building where conflict has occurred.
- c) To coordinate continental efforts to combat international terrorism.
- d) Develop a common defense policy for the union.
- e) Promote democratic practices like respect for Human Rights and the Rule of Law.

The Africa standby force is a peacekeeping force made up of military force, police and civilians that work under the African Union. The Organisation has given the right of member nations to intervene militarily in a member state that is facing a crisis, especially where genocide and other crimes against humanity are being committed. This right was not there in the Organisation of African Unity and it is argued that it was one of the reasons for the failure of the Organisation of African Unity to intervene in key issues. There are five regional standby forces according to the five regions of Africa. They were declared fully operational in 2016.

### Source 3

#### **An extract from Deputy Chairperson of the African Union statement ADDIS ABABA, 17 May 2018**

We in the African Union, and certainly the people of South Sudan, were delighted in December 2017 when the Agreement on the Cessation of Hostilities, Protection of Civilians and Humanitarian was signed. We all appreciated that invaluable gift to the suffering people of South Sudan. It has been an utter shock and disappointment to all of us, especially the innocent civilians in South Sudan that the parties continued to engage in military confrontations.

As we begin today, the onus is on you to prove to the people of South Sudan that you really are interested in ending this senseless war. As leaders, you have a chance to prove wrong those who claim that you are fighting for your own personal interests! It has been suggested that you do not care for the ordinary citizens of South Sudan who continue to be killed, raped, wounded, or forced to flee their homes.

You are certainly aware that there is growing fatigue within the international community over the slow progress of achieving peace. While IGAD toils to make peace each day, it seems the leaders in South Sudan prefer to pursue war on the other hand. This cannot be the case, neither should it be.

Discouragement, displeasure, frustration, exasperation, are becoming more and more the buzzwords to describe the slow progress of the peace talks, especially in the face of the worsening humanitarian situation. The question today is whether or not the regional, continental and international community should remain engaged the same way it has been since December 2013. We, at the AU, are duty bound to continue to assist our member state. However, such an engagement has to be reviewed, together with IGAD, to ensure that we give impetus to the peace process.

It would not be fair for anyone to argue that the AU decision to take punitive measures against those that kill or contribute to the killing of the citizens every day is unjustifiable. The AU is going to work tirelessly with IGAD and other partners to punish those who obstruct efforts towards peace without fail. Such a decision is inspired by the desire to save the people of South Sudan as enshrined in the Constitutive Act of the AU.

Let us have the South Sudanese leaders help us address the problems facing their country and save their people. Anything short of success from this process will be a blatant betrayal of the innocent people of South Sudan. We cannot afford this, Africa cannot.

1. To whom was the statement addressed?
2. What are the key messages in the statement?



Fig 7.6: African Union standby force

## 9. Specialised Committees

They handle areas that need specific attention. They include; the Committee on Rural Economy and Agricultural Matters, the Committee on Monetary and Financial Affairs, the Committee on Trade, Customs and Immigrations Matters, the Committee on Transport and Communication, the Committee on Education, Human Resource and Culture and the Committee on Health, Labour, and Social Affairs.

Financial Institutions of the Union include; the African Central Bank, the African Monetary Fund and the African Investment Bank.



### Group work

To what extent do you believe the political development of the African Union has led to greater cooperation in the continent?

Write an essay or produce a mindmap to explain your answer to this question.

## **Achievement and roles of the African Union in the political social and economic development of Africa**

1. The African Union has *promoted good governance* in Africa in the following ways:
  - a) Through its peer review mechanism, nations want to do their best to be rated high.
  - b) It has also forced some military coup makers to hand over power to civilian governments.
  - c) It sends its observers to member countries to observe elections in accordance to the African Charter on democracy, elections and governance.
2. It has promoted globalisation by integrating African economies with those of other nations. It has encouraged foreign investment in Africa, for example, it is happy with Chinese presence on the African continent. The Chinese as a gift built the African Union headquarters, which is a magnificent building, to Africa.
3. Through solving political crises like the post-election violence in Kenya and the in Ivory Coast, the African Union has taught its member states on how to handle political crisis peacefully within Africa by Africans.
4. It established the New Partnership for Africa's Development (NEPAD), which has done a lot for Africa. New Partnership for Africa's Development (NEPAD) has various institutions and an agency that have carried out development in Africa. An example of this is the African Capacity Building Foundation, which has carried out capacity building for various institutions in Africa. It has a programme for infrastructure development in Africa, which involves the building of trans boundary infrastructure like roads. It also has the E-learning programme which equips primary schools in Africa with information technology equipment. In its Human Capital Development Programme, it has addressed the issue of economic and social exclusion of youth by helping create employment opportunities to them. It has promoted empowerment of women in the same programme.
5. With the help of the United Nations Economic Commission for Africa, Africa Union has invested in agriculture, which has led to food security in many parts of Africa. It has also come up with programmes to mitigate climate change.



Fig 7.1. E-learning programme going on in an institution



### Group work

Our country as a member of the African Union has benefited from the Organisation. Do you agree? Discuss.

### Problems faced by African Union

1. Some of its major institutions like New Partnership for Africa's Development (NEPAD) have faced opposition in the continent. Some African scholars and activist intellectuals did not like this new institution. They say it borrowed a lot from America model and they want something African. Some Non-Governmental Organisations in Africa felt they were left out in the deliberations about the creation of New Partnership for Africa's Development (NEPAD), so they do not feel part of it. In fact in 2002, the civil society declaration on the institution rejected it. Some African leaders of late have accused NEPAD of wasting millions of dollars and doing nothing in it.
2. The continent still faces the problem of poor infrastructure.
3. The continent still faces chronic political conflicts making it keep handling cases. Nations like Somalia and South Sudan are still at war (Civil War). Efforts of peace making are bearing little fruit. New angles of conflicts keep rising up from these areas and others. These wars have resulted to a lot of military and civilian deaths and displacement.



4. The threat of terrorism is facing Africa daily. Many African nations are facing terrorist attacks from Islamic extremists like Al Shabaab. Nations like Kenya, Uganda, Somalia, Mali and Ethiopia have suffered under terrorist attacks. The attacks are carried out by amorphous groups making it hard to defeat them. Nigeria has the Boko Haram who put terror on the people even across the border to Cameroon.
5. The Union faces shortage of finances to finance all its projects.
6. The continent suffers regional divisions for example between Anglophone and francophone nations and Muslim and Christian nations. These divisions play out and affect election of leaders of the Union where leaders are chosen according to faith or region instead of merit. It also affects important continental policies.
7. Members of African Union are also members of other regional bodies. Sometimes there are conflicts between regional interests and continental interests. This makes some nations not to implement Organisations decisions.
8. The economic growth and performance of Africa Union has not reduced poverty or increased employment. The growth has not been sufficiently inclusive of all nations. There is still low intra-Africa trade and infrastructure connectedness.



*Fig. 7.8: Poor road infrastructure*

## **The political, social and economic developments in post-independent Africa**

### **Social developments**

1. The literacy levels have gone up in recent years.
2. The mortality rate especially of children has reduced due to safe motherhood campaigns and education of women.
3. The life expectancy of adults has increased.
4. Women are increasingly getting employed and educated.

### **Economic developments**

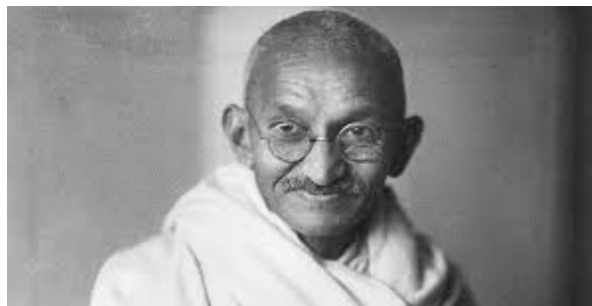
1. There is more trade going on between African nations.
2. Regional economic blocs have been formed and harmonised.
3. Africa has adopted globalisation.
4. It has reduced Africa's economic dependence on the West.
5. Africa has industrialised more.
6. Africa undertook nationalisation and Africanisation of its resources.
7. African nations have embraced modern sources of energy like biogas, electricity and nuclear power.
8. Africa has greatly developed its infrastructure like roads, railways and waterways.

### **Political developments**

1. Many countries hold regular general elections of their national leaders than before.
2. Incidence of coups has reduced in Africa.
3. Almost all African countries today allow all adults to vote without many conditions.
4. They have embraced technology and openness in the voting process than before.
5. Many African counties have adopted multiparty since the 1990's.
6. Many African nations have embraced peaceful means of solving conflicts than before.

### Activity 3: Development in Africa, Malaysia and India

The two countries are more industrialised than many African countries because of the following reasons: The Indians have had a strong work ethics instilled in them by Mahatma Gandhi to promote self-reliance. The spirit of self-reliance has made India develop many industries using appropriate technology. However, Africa, Asia and Malaysia have all industrialised since independence. The economy of Malaysia is the 3<sup>rd</sup> largest in South East Asia and it's the 35<sup>th</sup> largest economy in the world. According to the global competitiveness report of 2017, Malaysia's economy is on the 23<sup>rd</sup> most competitive country in the world. The natural resources like petroleum have promoted her growth.



*Fig. 7.9: Mahatma Gandhi*

Africa on the other hand has developed very much just like India and Malaysia. Schools and hospitals have increased in number and quality after independence. Literacy level has gone high. Some countries in Africa are rated higher in emerging issues like promotion of gender equality, India and Malaysia lag behind in this area due to the deep noted negative traditional practices like the caste system, payment of dowry by women and honor killing. The girl child is hated in some parts of India because they are seen as a liability. In Africa, the men pay dowry in many communities.

The electoral process in these three countries is becoming more transparent and fair. Multiparty is practiced in all the three countries. Many countries in Africa have tried to control their population. In Africa, family planning campaigns have increased and many tend to fewer children per family today. However, India has not been successful in this area as its population got out of hand, cities are congested.



*Fig. 7.10: Family planning poster*

India and Malaysia just like African countries have formed regional economic blocs to promote transport, education and security. The Asian countries just like Africa have put in place measures to reduce overdependence on the West.

South Sudan on the other hand is a country rich in resources like oil but the Civil War has reduced it to one of the least developed country in the world. War has led to death of able people, who could be developing the country. The fear in people does not allow them to trade or move easily in the country. Hospitals, roads and schools, which had been built, have been burnt down or destroyed because of the war.

Foreign investors shy away from investing in the country due to insecurity. In 2017, South Sudan had about 200 kilometers of paved roads. The country depends much on imports of goods and services from its neighbours like Kenya and Uganda. Their economy will remain linked to Sudan for sometimes due to shared resources like oil pipelines since it is expensive at the moment to acquire its own. More than half of its population lives below the poverty line. In 2016, its inflation rate was 476 percent. When the war ends, this country shall recover strongly.



### *Group work*

Compare the development of South Sudan to that of India.

#### **Key words**

<b>Ambassadors:</b>	A high ranking diplomat who represents a state.
<b>Anglophone:</b>	English speaking person.
<b>Francophone:</b>	A person who speaks French.
<b>Intervene:</b>	Take part in something so as to prevent or alter a result of course of events.
<b>Liberation movement:</b>	Is an organisation or political movement leading a rebellion, or non-violent social movement against colonial power or national government.
<b>Magnificent:</b>	Extremely beautiful, or impressive.
<b>Mitigate:</b>	Make something less severe, serious, or painful.
<b>Non-Aligned Movement:</b>	Is a group of states that are not formally aligned with or against any major power bloc.
<b>Secessionist:</b>	Is the withdrawal of a group from a larger entity, especially a political entity but also from any organisation.
<b>Veto powers:</b>	Powers to reject a decision or proposal.