The End of Imperialism & Decolonization: Freedom for India, Pakistan, Africa & the Middle East
But at what price?

By Mr. Cegielski

The Rise of Indian Nationalism
What is “Nationalism?”

- **Nationalism**—a doctrine or political movement that promotes pride in one’s nation and heritage—a shared ethnic or cultural history—and often political independence.
- Indians would begin to lead nationalist movements to challenge British rule.
- **Major Problem for the Indian independence movement:** Religious divisions between Indian Hindus and Muslims.

**HINDUISM VS. ISLAM: WHY HAVE HINDUS AND MUSLIMS BATTLED?**

- **Hinduism**
  - Polytheistic—belief in many gods
  - idols & music
  - wine, but no beef
  - *caste system*—one’s social class or rank in Indian society was based upon the family you were born in. Often seen as discriminatory to the lower classes (often darker-skinned Indians).
  - fertility goddesses
- **Islam**
  - Monotheistic—belief in one god
  - no idols or music
  - beef, but no wine
  - equality before Allah—Muslim word for god
  - *Purdah*—the practice of preventing men from seeing women. This takes two forms: physical segregation of the sexes and the requirement for women to cover their bodies and conceal their form

How might this promote inequality?
the Indian National Congress

- 1885 → The Indian National Congress was founded in Bombay.
- swaraj → "independence."
- * the goal of the movement.

Bal Gangadhar Tilak

- Bal Gangadhar Tilak --an Indian nationalist, social reformer and independence fighter who was the first popular leader of the Indian Independence Movement.
- Known as "Father of the Indian unrest."
- His famous quote, "Swaraj is my birthright, and I will have it!"

Jawaharlal Nehru

- Jawaharlal Nehru -- a major political leader of the Congress Party, a pivotal figure in the Indian independence movement and the first Prime Minister of independent India.
The All India Muslim League was a political party in British India that demanded the creation of Pakistan as a Muslim state from British India on the Indian subcontinent.

Mohammed Ali Jinnah was a Muslim politician and leader of the All India Muslim League who founded Pakistan and served as its first Governor-General.

Mohandas Gandhi (1889-1948)
- Born Hindu
- Trained as lawyer in London; worked in South Africa
- Led protests in response to discrimination against Indians
- Nonviolent resistance/civil disobedience - satyagraha
  - Based on Hindu and Christian values, Western political philosophy
- Returned to India 1915, led marches, demonstrations
- Made world aware of injustice of colonialism
- Critique of colonialist economies - boycotted manufactures
- Worked to purify (but not end) caste system - abjuration of “untouchability”
- Called Mahatma, “great soul”
Young Mohandas K. Gandhi,
1876
1869 - 1948

Gandhi with the London vegetarian society,
1890

Gandhi as a Young Barrister in Natal
Amritsar Massacre, 1919

- Amritsar Massacre - April 13, 1919: British Indian Army soldiers under the command of Brigadier-General Reginald Dyer opened fire on an unarmed gathering of men, women and children. The firing lasted about 10 minutes!
- Caused anger against the British and fueled the nationalist movement.
- Paved the way for Mahatma Gandhi’s Non-Cooperation Movement against the British in 1920

379 dead; over 1200 wounded!
**Salt March, 1930**

- Salt was illegal unless purchased through a (British) government supplier, keeping the price very high.

  - The Salt Satyagraha was a campaign of non-violent protest against the British salt tax in colonial India.
  - Gandhi and his followers went on a **250 mile march** to the seaside village of Dandi.
  - He and 60,000 others were arrested; peaceful protest an example for the world.
  - Gandhi was jailed for a year.
  - Gained national and world-wide attention, but British refused to concede.

**Gandhi spinning cloth**

- **Gandhi pushes for Independence!**
  - 1942 Britain promised independence after war
    - Nationalists demanded immediate independence
      - The **Quit India Movement** was a civil disobedience movement — non-violent resistance — launched in India in August 1942 in response to Mohandas Gandhi’s call for immediate independence. Its leaders were imprisoned in 1942.
SOCRATIC SEMINAR (OPTION #1):
Was “SATYAGRAHA” the most effective means to achieve independence for India?

• READ AND COMPLETE: “DOCUMENTS ON GANDHI.” You MUST prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”
• Here’s your ticket: Completion of the document questions and an illustration of Gandhi’s use of nonviolence.

Socratic Seminar (Option #2):
“Gandhi on Nonviolence”

• Instructions: We will participate in a Socratic Seminar on the article “Nonviolence” featuring various excerpts from Gandhi on nonviolence, or civil disobedience—his method of protesting against British rule without the use of violence.
• We will review the rules of a Socratic Seminar (handout).
• You will read the article “Nonviolence.” You MUST prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”
• Here’s your ticket: An illustration of Gandhi’s use of nonviolence.
1) Place your “ticket” on your desk.

2) Opening Seminar question: Does Gandhi’s philosophy and methods of nonviolent protest work in all situations?

Secondary Question: Was nonviolence the most effective method to force the British out of India? If not, what was the alternative.

Assignments:
1) Answer the video companion multiple choice questions
2) Pay attention and take notes on the different types of non-violent resistance which Gandhi used. You will be completing an assignment on this next!

Gandhi Biography Video

• 1947 – Britain gave India independence.
• Massive conflicts erupted between Muslims and Hindus
  – Caused more than 200,000 deaths, partition of India.
  – Gandhi urged cooperation between Hindus and Muslims.
  – Muslim League called for a new Muslim nation.
  – 1947 – Creation of new state: Muslim Pakistan
• Independence for Sri Lanka and Burma 1948, Malaya 1953, Hong Kong 1997.
Is the dream gone?

Gandhi Quiz

1) What does “Mahatma” mean?
2) In which country did Gandhi practice law?
3) What does “satyagraha” mean?
4) During which year was Gandhi assassinated?
5) During 1947, when the Muslims fled from India, what new country did they create?
6) Name three examples of nonviolent resistance which Gandhi used?
7) Why was Gandhi thrown from a train in South Africa?
8) What was the Amritsar Massacre of 1919? Why was it so important to Gandhi and the independence movement?
9) If Hitler marched into India, what would Gandhi recommend that all Indians do?

The End of the Raj:
August 15, 1947
Legacy of the British Empire

1. The English language: doctors in India could converse with doctors in Africa, etc.
2. The English legal system: laws, parliamentary democracy, and political parties, representative government
3. Religion: Anglicanism, the Church of England, is world-wide. (Nations with established religions, such as Islam in Sudan or Hinduism in India are exceptions to the influence of the British missionaries)
4. European culture
5. Railroads, roads, canals, bridges, factories
6. Free trade and investments in foreign goods and manufacturing
7. Racism towards colonies whose inhabitants were different races

Was British colonialism more helpful or harmful to India’s development?

Warm Up: What’s this cartoon mean?
The Indian subcontinent
Since 1947:
The Legacy of Independence

Border problems

Jawaharlal Nehru

- Jawaharlal Nehru — Ally of Gandhi and 1st Prime Minister of India, 1947-1964.
- Advocated industrialization and modernization.
Non-Alignment Movement

Nehru promoted India’s neutrality between U.S. and Soviet Union, while accepting aid from both countries.

India’s “mixed economy”

- Nehru promoted a mixed economy -- private and public ownership of business and land.
- Nehru promoted India’s “Green Revolution” -- allowed farmers use modern science and technology to increase crop production.

India’s “Green Revolution”

- Introducing higher-yielding varieties of seeds in 1965.
- Increased use of fertilizers & irrigation.
- Goal: make India self-sufficient in food grains.
Increased production but...

**Indira Gandhi**
- Indira Gandhi—
- Nehru’s daughter and Prime Minister of India, 1966-1984.
- Continues Nehru’s policies.
- Faced corruption charges & internal rebellion.

**Was Indira Gandhi an effective ruler?**
- In 1975 Gandhi was convicted on two counts of corruption in the 1971 campaign.
- She imprisoned her political opponents, and assumed emergency powers.
- She imposed total press censorship and implemented a policy of large-scale sterilization as a form of birth control.
India's persecution of the Sikhs

She was challenged by nationalist movements among minority groups, especially the Sikhs in Punjab state.

The Sikhs—a religious group combining Islamic and Hindu traditions—sought independence of Punjab.

They used terrorism against Indira's regime.

The Golden Temple—an extremely holy Sikh shrine at Amritsar—was being used by the terrorists as a weapons storehouse and hideout. Indira ordered a military raid on the temple in which hundreds of Sikhs were brutally killed.

On October 31, 1984, Indira Gandhi was assassinated by her own Sikh bodyguards.

Mrs. Gandhi assassinated!

Mrs. Gandhi lying in state.

The New Delhi Times

Flash! Indira Gandhi has been assassinated!

Details of assassination (150 words)

Indira Gandhi: Effective Ruler or Corrupt Despot?

Take a position and write! (150 words)

Eyewitness sketch of the assassination.

Political cartoon, based on the article above.
Rajiv Gandhi

- Rajiv Gandhi—Indira’s son and Prime Minister of India, 1984-1989.
- Some reform of economy and government.
- Also faced rebellion.

A foreigner joins the family

- Italian-born Sonia Maino married Rajiv 1968.
- She moved into the house of mother-in-law, Prime Minister Indira Gandhi.

Mrs. Sonia Maino Gandhi

- 1983 → Indian citizen.
- 1984 → first lady when her husband, Rajiv Gandhi, succeeded his assassinated mother as Prime Minister.
1991 → Tragedy struck the Gandhi family again when Rajiv was killed by a suicide bomber.

Sonia Gandhi remains Roman Catholic, but follows Hindu and Indian traditions.

With her children, she scattered Rajiv’s ashes in the Ganges.

After Rajiv’s death Sonia shied away from the spotlight. In 1998, she agreed to start her own career as a “Gandhi” again and became an important political leader.
Activity: The Conspiracy to Assassinate Rajiv Gandhi

Directions: Read the article “Rajiv Gandhi Assassination.” You have been appointed special investigator for the Indian government by Sonia Gandhi, who is demanding answers about the death of her husband! Investigate and write a 200-word report, answering the following:

1) Who killed Rajiv Gandhi and why?
2) Why did the assassin decide upon a suicide bombing? What is the purpose of terrorism?
3) Why does this case continue to be shrouded by mystery and charges of conspiracy? Who else may be responsible for the assassination?
4) Based on your knowledge and understanding of India’s history, why have several popular and powerful leaders been assassinated?
Activity: Prevent the Assassination of Rajiv Gandhi

- Directions: Read the article “Rajiv Gandhi Assassination.” It’s the year 2050 and time machines have been invented! You are a time traveler, working for the Indian government! You must write a 200-word report, explaining how you prevented the assassination of Rajiv Gandhi. Explain:
  - 1) Who wanted to kill Rajiv Gandhi and why?
  - 2) Why did the assassin decide upon a suicide bombing? What is the purpose of terrorism? How did you prevent the attack?
  - 3) Why does this case continue to be shrouded by mystery and charges of conspiracy? Who else may be responsible for the assassination?
  - 4) Based on your knowledge and understanding of India’s history, why have several popular and powerful leaders been assassinated?

“The Jewel turns down the crown!”

- When her party won in the recent elections, she was asked to be Prime Minister.
- She decided not to accept the position.

Manmohan Singh

May 2004
India Swears in 13th Prime Minister and the first Sikh in the job.

Major problems & Issues in India today
- Overpopulation → 1 billion & climbing.
- Economic development.
- Hindu-Muslim tensions.
- Gender issues → dowry killings.
- Caste bias → discrimination against untouchables continues.
- The Kashmir dispute and nuclear weapons.
- Political assassinations.
- Nationalistic groups threaten separation

Tamil Separatism: The “tamil tigers”
Led briefly by Muhammad Ali Jinnah.

Ayub Khan becomes Prime Minister in 1948.

Khan stressed modernization and held liberal views of Islamic law, leading to dissent within W. Pakistan, and especially in East Pakistan.

Pakistan divides in 1972:

- W. Pakistan = Pakistan
- E. Pakistan = Bangladesh (stronger Islamic fundamentalism)
Benazir Bhutto

- Benazir Bhutto--First Woman Prime Minister, 1988
  - Ousted in 1990, 1993 on corruption charges.

- Nawaz Sharif
  - Succeeding prime minister
  - Ousted three times.
  - Struggle between modernizers and fundamentalists.
Gen. Pervex Musharaff

- Led a coup d'etat against the Pakistani government assumed control, naming himself president.
- Secular government against Islamic fundamentalists.
- U.S. ally in the “War on Terror.”

Major problems & Issues in Pakistan today

- Economic development.
- Political instability/military dictatorship.
- Hindu-Muslim tensions.
- Gender issues → honor killings.
- Terrorism.
- The Kashmir dispute and nuclear weapons.
The Indo-Pakistani War of 1971 was a major conflict between India and Pakistan. The war is closely associated with Bangladesh Liberation War.
The war ended in a defeat for the Pakistani military after being faced on two fronts by India and Bangladesh.

Defeat for Pakistan

Lt. Gen A. A. K. Niazi signs the instrument of surrender on December 16, surrendering his forces to Lt. Gen Jagjit Singh Aurora.

Mrs. Gandhi with her troops

What’s the problem?

- The region is divided among three countries in a territorial dispute:
  - **Pakistan** controls the northwest portion (Northern Areas and Azad Kashmir).
  - **India** controls the central and southern portion (Jammu and Kashmir) and Ladakh.
  - **China** controls the northeastern portion (Aksai Chin and the Trans-Karakoram Tract).
- **India** controls 101,387 km² (39,146 sq mi) of the disputed territory, **Pakistan** 85,846 km² (33,145 sq mi) and **China**, the remaining 37,555 km² (14,500 sq mi).
- These border disputes remain unresolved and tightly guarded by the military on all sides, often resulting in armed conflict!
Kashmir Crisis

Indian Soldiers Patrol the India-Pakistan Border in Pura, the Winter Capital of the State of Jammu & Kashmir - 1998
Indian Soldiers Near the Pakistani Border - 2001

A Pakistani Ranger
At the Indian-Pakistani Joint Border Check Post in Wagha, India - 2001

Anti-war Protestors in Karachi, Pakistan - 2001
In this activity, you will be expected to:

1. Work cooperatively in a group.
2. Research a position in relation to the conflict, as India, Pakistan, the United States, Kashmir, or China.
3. Write a three-paragraph, 400-word position paper, defending your country’s position in relation to the conflict and making demands of the other countries involved. In your concluding paragraph, offer one or two possible alternative solutions if your demands cannot be met. You need five reliable sources listed in a bibliography.
4. Participate in a debate.

Please refer to your handout for further details.

Good resources:
Warm Up:
- Explain the meaning of the cartoons as they relate to the military statistics.

What title would you give this political cartoon?

Nuclear rivalry.... Between... Guess who! Can it be stopped?
The India-Pakistan Arms Race Heats Up in the Late 1990s

2002 Nuclear Statistics

India’s Prithvi Missiles First Tested in 1988
Supporters of former Indian Prime Minister Atal Bihari Vajpayee chant nationalist slogans in support for his nuclear policy - 1998

Former Indian Prime Minister, Atal Bihari Vajpayee, displays a sword given to him by Sikh youths in New Delhi to honor him for making India a nuclear power - 1998

Right-wing Pakistani Activists Burn Indian Flag to Protest Indian Nuclear Tests - 1998
Hot Air Balloon Protest: India & Pakistan's nuclear testing - 1998

India Displays Nuclear Missiles During "Republic Day," - 2002

India Successfully Tested Agni Missiles - 2002
Musharraf and Vajpayee at a meeting on nuclear issues in Nepal in 2002

India’s Prime Minister ManMohan Singh

Pakistan’s President Pervez Musharraf

New Friends?

Musharraf and Singh speak by telephone frequently affirming a strong desire for peace and resolution of their disputes, including Kashmir, on which the two countries have fought two of their three wars.
US Sells F-16 Jets to Pakistan—India Not Pleased!
(3/25/05)

Man Mohan Singh of India with President Bush (9/04)

Opening Question: What’s the meaning of this cartoon?
Concluding Activity #1: The class will divide into two sides—India and Pakistan. From the perspective of your assigned country, draw a political cartoon in relation to the India-Pakistan nuclear conflict. Remember, your cartoon must have a political message, based on your side’s position.

Opening Question: What’s the meaning of this cartoon?
Concluding Activity #2: Write a 200-word U.N. proposal, addressed to India or Pakistan, concerning nuclear ban and disarmament! Write an opening statement, outlining the purpose of your proposal, followed by bulleted points about how to carry out your plan. Use the military stats provided by me in your plan. Remember, this is your proposed solution to the conflict!
2002 Military Statistics

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<th>Major warships</th>
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<th>INDIA</th>
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The Struggle for African Independence!
Socratic Seminar:
“I Speak of Freedom.”

• Instructions: We will participate in a Socratic Seminar on the article “I Speak of Freedom,” by Kwame Nkrumah—the leader of Ghana, the former British colony of the Gold Coast and the first of the European colonies in Africa to gain independence with majority rule.
• We will review the rules of a Socratic Seminar (handout).
• You will read the article “I Speak of Freedom.” Highlight important arguments the author makes. You MUST prove that you read it by giving me a “ticket” (completion of a political cartoon. See next slide). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”

Today’s Learning Objective: Learn about why and how different African countries struggled for independence!

• Warm Up: In 5 minutes, we will begin our Socratic Seminar on the article “I Speak of Freedom,” by Kwame Nkrumah—the leader of Ghana, the former British colony of the Gold Coast and the first of the European colonies in Africa to gain independence.
• In order to participate, you must produce the following “ticket” within 5 minutes: Using one of Nkrumah’s examples of European abuse of the nations of Africa, draw a rough political cartoon to illustrate this point.
• Opening Question: Would Africa really be better off if the Europeans granted all nations of Africa their independence?
  – Use evidence from the readings to prove or disprove your point.

JFK and Kwame Nkrumah?

Additional Seminar Questions

• 1) According to Nkrumah, what was the European’s intended “mission” in Africa when they conquered it? Was this a “just” mission? Why or why not?
• 2) Why are the nations of Africa poor, but “potentially, extremely rich?” Were you convinced by Nkrumah’s argument here?
• 3) Why does Nkrumah propose the political unity of Africa, rather than “a loose confederation designed only for economic co-operation?”
• 4) In the last paragraph Nkrumah writes:
  – “There is a tide in the affairs of every people when the moment strikes for political action. Such was the moment in the history of the United States of America when the Founding Fathers saw beyond the petty wranglings of the separate states and created a Union. This is our chance. We must act now. Tomorrow may be too late and the opportunity will have passed, and with it the hope of free Africa’s survival.”
  What action does Nkrumah propose that the nations of Africa take and why? Why does he compare Africa’s struggle with America’s Revolutionary War. Predict whether the nations of Africa will be successful in this action!
Essential Question: Was Africa’s struggle for independence successful? Let’s find out!

Negotiated Independence in Africa

- Britain willingly left India and its African colonies without much bloodshed
- The French were more reluctant to leave Africa. Why?

France’s reluctance to grant independence

- France gives up the following:
  - 1945—France was persuaded by Arabs and British to free Syria and Lebanon
  - 1956—France released Tunisia and Morocco released to native rulers
  - 1962—War in Algeria - after resistance much resistance, French President Charles de Gaulle granted Algeria its independence.

Question: Why were the French so stubborn in Algeria?
Case Study: Why didn’t the French want to leave Algeria?

- The presence of sizeable European settler populations complicated the path from colony to nation.
  - Algeria: 1 million Europeans
    - French leaders claimed that Algeria was an important part of metropolitan France.
    - The *colon* constituted a minority to the 9 million indigenous Arabs and Berber peoples.

The Sahara dominates Algeria, holding sandy sway over some 80 percent of the nation. Most Algerians live along the country’s Mediterranean coastline.

The Algerian War of Independence

- The Algerian War of Independence
  - An eight year war (1954-1962), between France and Algeria, at a cost of as many as 300,000 lives.
  - At home, French society was torn apart.
  - The negotiations to end the war began only after an insurrection led by *colon*—military generals—and army officers had caused the French Fourth Republic to fall in 1958 and brought Charles de Gaulle to power.
  - By 1962, more than 9/10ths of the European population had departed. France granted Algeria its independence.

Decolonization Map

**Question:**
- What interesting patterns do you notice here about decolonization?
**Africa Independence Map Activity**

**Directions:**
- 1) Grab a red geography book and use the atlas in front or go online to locate the countries.
- 2) Locate and label all the countries, including the years they gained independence! Please refer to your list of independence dates.

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### A Chronological List of Independence Dates for Africa

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<tr>
<th>Country</th>
<th>Independence Date</th>
<th>Prior ruling country</th>
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<tbody>
<tr>
<td>Libya</td>
<td>26 July 1951</td>
<td>Italy</td>
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<td>South Africa, Republic of</td>
<td>27 April 1994</td>
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<td>Egypt, Arab Republic</td>
<td>28 February 1922</td>
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<td>Ethiopia, People's Democratic Republic of</td>
<td>5 May 1941</td>
<td>Italy</td>
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<td>Libya (Socialist People's Libyan Arab Republic)</td>
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<td>British</td>
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<td>Sudan, Democratic Republic of</td>
<td>1 January 1956</td>
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Decolonization in Africa and Asia after World War II

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Decolonization in Africa and Asia after World War II
Statebuilding in Africa: from Village to Nation
- Between 1945 and 1975, 40 independent states took form in Africa

• The Legacy of Colonialism
- Three barriers to creating a nation:
  1) Frail national identity - traditional boundaries had been superimposed by European colonial territories
     - Ethnic and tribal groups divided, rival groups together
  2) Uncertain economy - had been built to benefit colonial power
     - Land devoted to cash, not subsistence, crops. Cash crops are sold on the open market.
     - Men drawn from home farms to work in mines for export
  3) Cultural problems - uneducated populace, rival religions
     - Muslim, Christian, polytheist (belief in many gods), and animist (belief that spirits inhabit all living things)
Communism Vs. Democracy in Africa

Communism is an economic and political system that promotes the establishment of a classless, stateless society based on common ownership of the means of production. Single-part, authoritarian rule is common; Elections are not.

Democracy is a system of government by which its authority depends upon the will of the people; government is run directly by citizens or through their elected representatives.

Communism Vs. Democracy in Africa

• Where independence was achieved with guerrilla warfare, socialism/communism was favored
  - Angola - Marxist government formed with help from Soviet Union 1976
  - Algeria - socialist government
  - Libya - Marxist-Leninist govt. formed by el-Qaddafi
  - Ethiopia - emperor Haile Selassie overthrown

• Elsewhere, responsible efforts to modernize
  - Léopold Senghor of Senegal, Patrice Lumumba of Zaire, Jomo Kenyatta of Kenya
  - Julius Nyere (Tanzania), Robert Mugabe (Zimbabwe), failed

• Democracy in South Africa under Nelson Mandela

The African Governments

• Authoritarian rulers – one person with absolute power, often a dictator – in one-party states
  - Some pursued sound plans
  - Many tempted by wealth and power – became corrupt and inefficient
  - The following leaders were overthrown during military coups and replaced by generals:
    - Zaire - Patrice Lumumba – was an African anti-colonial leader and the first legally elected Prime Minister of the Republic of the Congo – was assassinated, replaced by general Joseph Mobutu
    - Uganda, Nigeria, Southern Rhodesia - conflicts and violence
Muammar Abu Minyar al-Gaddafi

- Muammar Abu Minyar al-Gaddafi (born 1942) has been the de facto leader of Libya since a 1969 coup.
- He is the fourth longest-serving head of state currently in office and longest-serving head of government.
- Blended Arab nationalism, aspects of the welfare state and "direct, popular democracy."
- He called this system "Islamic socialism"—permitted private control over small companies, while the government controlled the larger ones.
- Welfare, "liberation," and education were emphasized.
- He also imposed a system of Islamic morals, outlawing alcohol and gambling.

Léopold Sédar Senghor

- Léopold Sédar Senghor (1906–2001) was a Senegalese poet, politician, and cultural theorist who served as the first president of Senegal (1960–1980).
- Senegal started a multy-party regime (limited to three: socialist, communist and liberal) as well as a performing education system. Senghor is often falsely seen as a democrat; however, he imposed a one-party regime and violently crushed several student protest movements.

Jomo Kenyatta

- Jomo Kenyatta (1894–1978) served as the first Prime Minister (1963–1964) and President (1964–1978) of Kenya. He is considered the founding father of the Kenyan nation.
- Instituted a relatively peaceful land reform
- Pursued a pro-Western, anti-Communist foreign policy.
One-Party Rule and Racial Conflict in South Africa

- **Union of South Africa (independent 1910)**
  - 4 million Europeans, 2 million “coloreds” (Asian and mixed identity), 20 million black Africans
- After winning the elections of 1948, the **Afrikaner** (white)-dominated **National Party** in South Africa enacted **apartheid**—an extreme form of racial segregation.
  - Apartheid laws stripped Africans, Indians, and colored persons (mixed descent) of their few political rights.
  - Schools segregated; country divided into racial “homelands”
  - The **African National Congress**—a political party with the goal to increase the rights of the black South African population—opposed this legislation.
Protest Turns Violent

- **Sharpeville massacre** of 1960—South African police began shooting on a crowd of black protesters. The confrontation occurred in the township of Sharpeville, in the Gauteng province. 69 people were killed.
- Peaceful protest turned into violent protest.

Nelson Mandela goes to prison

- Nelson Mandela— an anti-apartheid activist and leader of the African National Congress—was sentenced to life in prison in 1962 on charges of sabotage.
• What reasons does Mandela give for waging his war for independence? What does Mandela mean when he states that South Africa is a nation for all colors?
The Struggle Against Apartheid

Resistance to Apartheid

- Government troops killed unarmed demonstrators, killing and gaining worldwide sympathy.
- Desmond Tutu—a South African cleric and activist who rose to worldwide fame during the 1980s as an opponent of apartheid. Spread the message.


Nelson Mandela Webquest

- **Introduction:**
  During his 27 years in prison, Nelson Mandela became a symbol of resistance to racial oppression and injustice. He emerged to become the leader of post-apartheid South Africa. In this activity, you will read about his life, his writings, and the views of biographers, colleagues, and friends.
- **Internet Site:** The Long Walk of Nelson Mandela
  Note: Clicking on the link above will launch a new browser window.
- **Directions:** Start at the Long Walk of Nelson Mandela Web site. Click on the four main links on the home page and on the chronology at the bottom of the page to read about Nelson Mandela, taking notes as you read. Click on additional links to learn more. After you have read the material, answer the following questions.
Questions/Activities:

1. What was Mandela's connection to royalty?

2. What was Mandela's original profession? Where did he work?

3. What was the secret military arm of the ANC that Mandela led?

4. Where did Mandela spend most of his 27 years in prison? What was the significance of this time in prison, according to his biographers, friends, and colleagues?

5. Based on what you have learned about Nelson Mandela in your textbook and on the Web site, on a separate piece of paper write three entries in an imaginary diary of Mandela. Writing as if you were Mandela, choose different stages of his life, and include details gathered through your research.

End of Imperialism in The Middle East

How did the World Wars Impact Imperialism In the Middle East?
The League of Nations Mandates

“New” Countries & Ruling Families Emerge after World War I!

- Prince Faisal → "ruler" of Trans-Jordan.
- Prince Abdullah → "ruler" of a newly-created Iraq (pasted together from three distinct geographic regions).
- The House of Saud → put on the throne of the newly-created Saudi Arabia.
- The Pahlavi Family → put on the throne of a new Iran—formerly known as Turkey. Rezah Khan—an Iranian officer, seized control of the govt. in 1921.
- Mustafa Kemal → leads a military/nationalist movement in Turkey. Becomes 1st president of Turkey.
Rezah Khan (1877-1944)

- Rezah Khan—an Iranian officer, seized control of the govt. in 1921.
- declared himself SHAH in 1925.
- created the Pahlavi Dynasty.
- ruled from 1925-1941.
- initiated some modern reforms.
- forced to abdicate his throne by the Allied armies in 1941.

Reforms in Iran

- Secularization → seizure of religious lands, non-Islamic law codes
- Adoption of the French civil code.
- Built the Trans-Iranian Railroad.
- Improved education.

Treaty of Lausanne, 1923

Modern Turkey Is Born!!!
Mustafa Kemal “Ataturk”
(1881-1938)

Mustafa Kemal

- Turkey
  - Born at demise of Ottoman empire
    - (1881-1938) seized Asia Minor, expelled Greeks
    - Made president 1922 - called Atatürk, “father of the Turks”
      - Westernized and secularized country

Atatürk’s Reform Program

- Capital moved from Constantinople to Ankara.
- Secularism ➔ Qur'an in Turkish translation.
- Adoption of a republican constitution and a Swiss civil code.
- Westernization & nationalism:
  - Compulsory, secular education—non-Islamic
  - Banning the fez—brimless felt hat, once widespread in the Ottoman Empire
  - Western [Roman] script.
  - Western clothing.
  - Women unveiled & given full citizenship and the right to vote.
Mustafa Kemal Atatürk's Address to Turkish Youth

QUESTIONS:
1. Identify the metaphors Atatürk uses and explain their meaning.
2. If you were a young Turk living during this time period, what kinds of duties would you need to carry out in order to defend Turkey's newly-won independence?
3. Is this a well-written speech? Explain your reasoning.

The Middle East Between the Wars 1919-1939

Palestine Was Part of the Ottoman Empire before WWI (pre-1914)
The Middle East Between the Wars, 1919-1939

Now British controlled Palestine as a mandate!

U. N. Partition Plan of 1947

Recap:
Yesterday, some students argued that Israel should be divided up between the Israelis and Arab Palestinians. The map to the right is what the British and United Nations actually proposed in 1947.

In our upcoming activity, you will complete two maps of Israel to demonstrate how Israel became divided and a center for bloodshed!

Israel Becomes an Independent Nation:
May 14, 1948

Chaim Weizmann, 1st President
David Ben-Gurion, 1st Prime Minister
War Begins between Jewish Israelis and Palestinians!

May 15, 1948

Arab Refugees, 1948

The Palestinian Diaspora – Palestinians fleeing from Israel-Seged! 100% of Palestinian refugees are still protesting today to regain their “homeland.”

ACTIVITY: SHOULD JEWISH HOLOCAUST SURVIVORS HAVE RELOCATED TO ISRAEL?

Directions: Imagine that it’s the year 1947. You are a delegate to the newly created United Nations. Your job is to determine where to place Jewish Holocaust survivors who fled Europe during the Nazi occupation of the early 1940’s. Many Zionists believe that a new Jewish homeland should be created in Palestine (now modern-day Israel). The problem is that a large Muslim Arab population already lives there. The class will be divided into three main groups in this mock United Nations conference:

1) As U.N. delegates, you support the idea of allowing Jews to resettle in Palestine (modern-day Israel) and believe that this area should be proclaimed a national homeland for the Jews. You believe in the ideals of the Zionist movement. Working in groups of 3-4, write a 1-page statement in defense of your position. Make sure to address potential problems that may result from your proposal and suggest solutions. In addition, using the blank map of Israel, indicate where Jews should be allowed to resettle. Create a color map key, indicating where Jews and Arab Palestinians are supposed to live.

2) As U.N. delegates, you oppose the idea of allowing Jewish refugees to resettle in Palestine (modern-day Israel) because you fear that violence may erupt between Muslim Arab and Jewish populations there. You must decide upon another location (or locations) in the world to resettle the Jewish population. Will you allow Jews to create their own national homeland in another area of the world? What potential problems could result from your proposal and what are the solutions? Working in groups of 3-4, write a 1-page statement in defense of your position. In addition, using the blank map of the world, indicate where Jewish Holocaust refugees should be allowed to settle. Create a color key to represent the settlement of the Jewish population on the world map.

3) As leaders of the U.N. General Assembly, you are responsible for making the final decision in this case. You will listen to both sides and ask each group questions, attempting to expose weaknesses in their arguments. In 100 words, write a summary of the problem. Then, write 10-15 questions to ask the U.N. delegates who will present their arguments. Listen to each side’s arguments, ask your questions, then make the final decision!
Today’s Procedure:
1) You have 10 minutes to finish preparing with your group. This includes your paper and map.
2) During your presentation, you will refer to your map on the placement of Jews. Using the blank map projected on the board, color and label where you will place the Jews and Palestinians.
3) Mock conference format:
   • 1. Each group present their papers with proposals and map: 5 minutes each
   • 2. Each side can take turns asking the other side questions to expose weaknesses. This question/answer debate will last up to 10 minutes.
   • 3. Judges ask each side questions to expose weaknesses or clear up confusion. 5 minutes.
   • 4. Judges make a decision. Either they support one of the group’s proposals or develop an entirely different solution. 5 minutes.

For group #1—arguing to make Israel a homeland for the Jews:
• Color in where you would place the Jewish populations and where you would place the Arab Palestinian populations on the board before presenting!
What were the results of the Israeli—Palestinian war of 1948?

- **1948**
  - Britain left Palestine. Violence escalated.
  - *Israel declared independence*, Jews took control of government and declared Israel to be new national homeland.
  - Iraq, Jordan, Egypt, Syria, and Lebanon prepared to fight Israel.
  - Israel overcame these armies and took more land than partition had suggested.
  - 750,000 Palestinians (Muslims) were displaced and forced to become *refugees* — persons fleeing from their homeland due to political/religious causes.
  - Jordan occupied Jerusalem’s Old City and the West Bank
  - Egypt occupied the Gaza Strip
  - David Ben-Gurion became the first prime minister of Israel

Armistice Signed, 1949

Who Benefitted And who Lost out?
Palestinian Refugees Today

Palestinian Diaspora

Question: Do the Palestinian Arabs deserve a homeland, too?

End of Imperialism In Egypt

- Became a protectorate of Great Britain from 1883 until 1956
- British domination of Egypt became the model for the "new imperialism"
- Turkish general Muhammad Ali had established Egypt into a strong and virtually independent state by 1849
- Egypt’s inability to satisfy foreign investors led to control of its finances by France & Britain
- Safeguarding the Suez Canal (completed in 1869) played a key role in the British occupation of Egypt and its bloody conquest of the Sudan.

Making Connections from Past to Present:

Does U.S. Imperialism Exist in the MidEast Today?

- Let’s examine the meaning of some contemporary political cartoons!

7. Burnt Woman. This individual seems to be in a burning building being burned alive.