



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

SENIOR  
**6**

**HISTORY**

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

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## FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**  
Permanent Secretary  
Ministry of Education and Sports

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## **ACKNOWLEDGEMENTS**

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The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
National Curriculum Development Centre

## ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at [www.ncdc.go.ug](http://www.ncdc.go.ug) or [ncdc-go-ug.digital/](http://ncdc-go-ug.digital/). You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

**Enjoy learning**



# Subject: National Movements and New States

## Term 2

**TOPIC: The Struggle for Self-Government**

**Sub-TOPIC: The White South Afrikaaner Nationalism**

**LESSON 1: Factors for the Defeat of the Apartheid Regime in South Africa**

### Learning Outcomes

By the end of this sub-topic you will be able to:

- i) Describe the background of the apartheid regime.
- ii) Discuss the reasons for its collapse by 1994.

**Materials you need:** Pen and a Book/ Papers

### Instructions

- i) This is self-study learning.
- ii) Attempt all tasks given to you in their order.

If possible, consult an adult while doing an **Activity**.

## Step 1: Introduction

The country of South Africa came into existence in 1910 following the establishment of the Act of Union that put the two British territories of the Cape and Natal and the Boers (Afrikaner) Republics of Transvaal and Orange Free State under one political federation. South Africa became a republic in 1961 in a protestation breakaway from the Commonwealth that followed international recognition of the Black struggle against apartheid and the granting of a Nobel Peace Prize to Albert Luthuli, the Secretary General of the African National Congress (ANC).

Resistance to apartheid within South Africa took many forms over the years, from non-violent demonstrations, protests and strikes to Political action and eventually to armed resistance. Under pressure from the international community, the National Party government of Pieter Botha sought to institute some reforms, including abolition of the pass laws and the ban on interracial sex and marriage. The reforms fell short of any substantive change, however, by 1989 Botha was pressured to step aside in favor of F.W. de Klerk.

De Klerk's government subsequently enacted the Population Registration Act. De Klerk freed Nelson Mandela on February 11, 1990. A new constitution, which enfranchised blacks and other racial groups, took effect in 1994, and elections that year led to a coalition government with a non-white majority, marking the official end of the apartheid system.

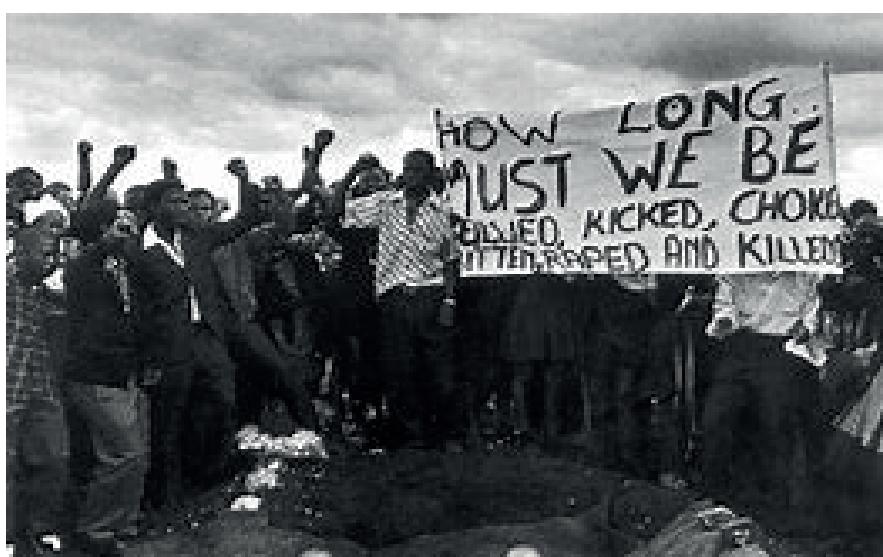


FIG.1 South Africans demonstrate during Apartheid

## Step 2: Factors for the Collapse of apartheid regime in South Africa.

Read the extract below on the factors for the collapse of the apartheid regime in South Africa

The collapse of the cold war politics in a way led to the defeat of apartheid regime in South Africa. Cold war collapsed by 1990 with a final blow of the fall of the Soviet Union in 1989. This ended the ideological conflicts between the Capitalists and the Communists that had aided the racist regime to survive.

The influence of the press, mass media and musicians weakened the apartheid regime. Robert Mangaliso Sobukwe was an editor who wrote articles attacking the racist regime, Peter Abrahams also condemned the regime, the artists like Lucky Dube, Yvonne Chaka also composed songs like "Different colors, one people", among others. This attracted international sympathy to fight the regime.

The impact of the Soweto uprising of 1976-77 impacted negatively on the racist regime. It was a militant approach to the whites when students in South Africa from the University and lower primary protested the education system of the racist regime. The apartheid regime reacted badly and arrested the leaders of Black Consciousness Movement (BCM) such as Steve Biko which was condemned internationally hence weakening the regime.

The positive role of Organization of African Unity (OAU) and the frontline states led to the defeat of apartheid. OAU member states provided asylum to the nationalists of South Africa, put pressure on the regime and even smuggled Mandela in 1962 to attend a Pan African meeting in Addis Ababa organized by the frontline states aimed at weakening the apartheid regime.

The role of Nelson Mandela helped to weaken the apartheid regime. Mandela accepted to be imprisoned for 27 years, he offered free legal services to the Africans who had been arrested, wrote anti-apartheid regime articles, he accepted leadership in African National Congress (ANC) upon his release in 1990 and led south Africa to a landslide victory in the elections organized in 1994.

Steve Biko's fundamental role led to the collapse of the apartheid regime. Biko founded the Black Consciousness Movement (BCM), the South African student's organisation (SASO), called upon the rural population of the country to rebel, and organized a trust fund aimed at helping the disadvantaged Africans. This weakened the apartheid regime in South Africa.

The role of other nationalists like Albert Luthuli and Chris Hans helped to weaken the apartheid regime. Albert was a school teacher and a chief in the Zulu land, he became a member of the ANC and led to a series of boycotts like the one against the increased bus fares of the whites to walk for months to places of work. Albert organized Africans to demand for their rights like making Africans to be the legitimate settlers of South Africa leading to the collapse of apartheid.

The role of the common wealth of nations led to the collapse of the apartheid regime. The body made South Africa to be suspended from membership in 1986, the body-imposed sanctions on South Africa to cut off her links with other countries. The South Africans were denied passports by African countries and this isolation pressurized the regime to grant independence in 1994.

The liberal policies of Fredrick De clerk contributed to the collapse of the apartheid regime. He came to power in 1989 and released Nelson Mandela in 1990, he lifted the ban on political parties like ANC and Pan Africanist Movement (PAC) and legitimized political activities of the blacks, he also organized the 1994 general elections won by Nelson Mandela and even accepted to serve in the black led government as vice president of Mandela

The role played by women like Winnie Mandela and Albertina Sisulu led to the collapse of apartheid. Winnie Mandela got involved in the political activities of liberation of South Africa and had organizations of both women and youth to dismantle the apartheid regime.

The cardinal role of the Anglican Church under Bishop Desmond Tutu defeated the apartheid regime. The church used the platform of the Bishop to condemn the evils of the racist regime whose punishment was hell fire, the church provided a home for the suffering Africans, gave medical care to displaced Africans and gave material support to the liberation fighters. Desmond got an accolade internationally for his role in fighting for human rights hence collapse of apartheid.

The impact of the “wind of change” speech by United Kingdom prime minister Herold Macmillan in 3<sup>rd</sup> February 1960 to the parliament of South Africa laid the ground for the collapse of the apartheid regime. The speech delivered by Mac-

millan in south Africa at the cape increased the black consciousness and renewed demand for independence.

The collapse of the triumvirate alliance led to defeat of the apartheid regime. Hendrik Verwoerd of south Africa was assassinated in 1966, Don Salazar of Portugal became paralyzed in 1968 and Ian Smith of southern Rhodesia remained alone. This weakened the gang of the repressive leaders providing a foundation of the collapse of apartheid in 1994.

### Task 1

- i) Compare the factors that favoured independence in South Africa with those of Zimbabwe.
- ii) Differentiate between the factors that favoured Nationalism in South Africa and those of Uganda.

### Summary

From 1948 through the 1990s, a single word dominated life in South Africa, Apartheid. In 1960, at the black township of Sharpsville, the police opened fire on a group of unarmed blacks associated with the Pan-African Congress (PAC), an offshoot of the ANC. By 1961, most resistance leaders had been captured and sentenced to long prison terms or executed. Nelson Mandela, a founder of Umkhonto we Sizwe (“Spear of the Nation”), the military wing of the ANC, was imprisoned from 1963 to 1990, his imprisonment would draw international attention and helped to gather support for the anti-apartheid cause. On 27<sup>th</sup> April 1994, South Africa gained her independence.

### Follow Up **Activity**

Make research on

- i) The role of ANC towards the struggle for independence of South Africa.
- ii) The role of the frontline states in the struggle for independence in South Africa.
- iii) The role of Nelson Mandela in the defeat of apartheid in South Africa.

**TOPIC: The Struggle for Self-Government**  
**Sub-TOPIC: The White South Afrikaaner Nationalism****LESSON 2: The Impact of Apartheid in South Africa****Learning Outcomes**

By the end of this sub-topic you will be able to:

- i) Briefly describe apartheid policy.
- ii) Explain the effects of the apartheid policy in southern Africa.

**Materials you need:**

Pen and a book/ papers

**Instructions**

- i) This is self-study learning.
- ii) Attempt all tasks given to you in their order.

If possible, consult an adult while doing an **Activity**.

**Step 1: Introduction**

By 1948, the whites found themselves among Africans who were not only more educated than before but who were more aware of their grievances. African leaders were generally as well informed on political matters as the whites were.

In South Africa, the whites had to stand their ground and remain masters. To achieve this, apartheid policies were put in place to limit the non-whites opportunity in all aspects of life such as land ownership, employment, political representation, trade and education

In the years 1948 to 1978, South Africa had four strong Prime Ministers who worked very hard to establish, strengthen and consolidate the apartheid system as an official government policy. These included Dr. Malan who was very instrumental as first prime minister and others included Strijdom, Hendrik Verwoerd and John Vorster. These enacted parliamentary acts through which apartheid was applied and manifested.

**Task 1**

- i) Identify the major players in the enactment of the apartheid laws in South Africa

## Step 2: Read the extract below on the impact of apartheid in South Africa.

The policy bred a culture of violence in South Africa as a means of solving conflicts. In fact, a lot of bloodshed and loss of lives were witnessed in South Africa from 1948 when white racism in South Africa was made constitutional. Africans aimed at the white population, their property and investments, while the whites out of insecurity trained in combat skills and acquired small arms in self-defense against the potential violent Africans.

Boosted African nationalism by influencing the rise of a new young generation of leaders who championed African cause against the racist apartheid governments. The young leadership comprised of educated Africans among them Nelson Mandela and Oliver Thambo, who were trained lawyers from Johannesburg, trade-unionists like Walter Sisulu and others like Steve Biko. The introduction of harsh racist laws stimulated the young militant leaders to encourage a wave of resistances and protests to pass laws, agricultural restrictions, poor working conditions and the inferior education given to Africans. They were instrumental in organizing a number of spontaneous mass strikes, boycotts and demonstrations mostly in towns and urban areas. These included the 1952 "Defiance Campaign" against segregationist laws, the Sharpeville protest against pass laws in 1960 and the 1976 Soweto demonstration against the unfair Bantu Education Act

Apart from boosting the popularity of the African National Congress (ANC) through its activities, the system of apartheid led to the rise of a new political movement, the Pan Africanist Congress (PAC) formed by breakaway Africanists of the ANC.

The policy was responsible for economic retardation in South Africa. The apartheid regimes faced many economic sanctions from international organisations like the United Nations Organisation (UNO) and Organisation of African Unity (OAU), which called on member states to cut off economic and trade ties with South Africa. Many African governments and Non-aligned countries of Asia ended trade ties with the racist government and this economically isolated South Africa that her economy gradually crumbled.

Consequently, Africans were economically impoverished due to the economic inequalities encouraged by the Afrikaners. African wages were deliberately kept lower, majority Africans were denied property rights in urban areas, they had lost land with whites controlling almost 87% of the arable land and yet Africans were also restricted from engaging in major economic activities like mining and other commercial activities like import trade.

Africans were highly disenfranchised and hardly participated in the political decision-making process of South Africa. It was in 1936 when voting rights were completely deprived of Africans and since then, they were declined to the status of second-class citizens. It is hence true to say that by multi-racial general elections of 1994, Africans majority had no idea of ticking a ballot paper or had never experienced political campaigns and voting procedures, nor did they know the importance of a constitution.

Apartheid rendered national unity completely impossible. The creation of Bantustans on tribal lines, separate educational institutions and recreation centers, and prohibition of mixed marriages between different races discouraged the development of national feelings among the populace of South Africa hence hindering prospects of national unity. In fact, socio-political relations among South Africans were affected by the Population Registration Act and the Group Areas Act which created different settlement areas for different races.



FIG.1: Whites demonstrating against allowing blacks to rule

The unfair education system imposed on Africans made them highly illiterate and second-class citizens. This nature of education discouraged intellectual developments among Africans hence it prepared them for socio-economic roles which needed only semi-skilled or no skilled labour. This inferior education maintained the African majority politically ignorant of their rights and freedoms and instead most of them accepted their subordinate status to the white minority.

Apartheid South Africa adopted a destabilization policy in neighboring states which led to political instabilities in the region. Apartheid leaders committed to supporting subversive activities in neighboring countries suspected of supporting the activities of African National Congress (ANC) against the white minority regime in South Africa. The apartheid government sponsored the rebel activities of the Mozambican National Resistance (RENAMO) against the Mozambique Liberation Front (FRELIMO) government in Mozambique and the National Union for the Total Independence of Angola (UNITA) activities in Angola against the Popular Movement for the Liberation of Angola (MPLA) government in Angola. South Africa occasionally launched military expeditions on Zimbabwe and Mozambique suspecting them of being training grounds of the ANC freedom fighters.

The activities of the apartheid regimes against neighbouring countries and the economic threat posed by South Africa in the Southern African region led to the rise of economic cooperation among the Southern African countries. In August 1980, they met in Lusaka, Zambia and signed a treaty of cooperation that led to the founding of the South African Development Coordination Council (SADCC) which was designed to isolate South Africa and control her possible political or economic influence from penetrating member states.

The policy exposed the double standards of some African states and members of the OAU who were later branded traitors. In 1965, the apartheid government of Hendrik Verwoerd designed a policy dialogue known as "**the detente policy**" that encouraged African governments to cooperate with South Africa through exporting labour to the country and repackage and sale South African industrial commodities, in return for financial grants and technical assistance from the apartheid government. Countries like Malawi, Botswana, Zambia and Madagascar entered into policy dialogue with apartheid South Africa out of selfishness hence collaborating with the racist regime despite sanctions imposed on it by the UNO and the OAU.

The racist policy of apartheid was one of the international problems that exposed the double standards of the United Nations Organisation (UNO). The international peace body often imposed diplomatic and economic sanctions on racist South Africa but would take no measures to punish the member countries that violated the sanctions. On the other hand, major powers of the UNO like the USA and Britain though they condemned the apartheid policy, their multi-nationals continued trading with South Africa.

### Task 1

- i) Examine the effects of apartheid policy on the blacks in South Africa.
- ii) Compare the effects brought by apartheid in South Africa with the effects brought by colonialism in any other African country.

### Summary

The segregation tendencies based on race and colour in South Africa sowed seeds of hatred, mistrust and suspicions within the population and disunited the African countries, that is, those that supported the minority white government and those that preferred total independence of South Africa.

### Follow Up**Activity**

- i) Make research on;
  - a) The reasons for the collapse of the apartheid regime in 1994.
- ii) Group the above effects into social, political and economic effects.

**TOPIC: The Struggle for Self-Government****Sub-TOPIC: Unilateral Declaration of Independence(UDI) in Southern Rhodesia (Zimbabwe)****LESSON 3: Factors for the Formation of Udi  
Learning Outcomes**

By the end of this sub-topic you will be able to:

- i) Give a brief background of UDI government.
- ii) Discuss the reasons why UDI government was formed.

**Materials you need:**

Pen and a book/ papers

**Instructions:**

- i) This is self-study learning.
- ii) Attempt all tasks given to you in their order.

If possible, consult a knowledgeable adult while doing an **Activity**.

**Step 1: Introduction**

Southern Rhodesia (Zimbabwe) since 1880's was one of the settler colonies of the British. Due to settlement of a large number of whites in the colony, the British government decided to give the foreign settlers an internal self-government in 1923. This political status entitled the settlers to collect taxes, form their own army and establish their own parliament. The internal self-government given to the white settlers was a violation of the sovereignty of the African natives in Zimbabwe who included the Shona, the Ndebele, among others.

Africans especially the educated greatly opposed the internal government of white settlers, which influenced them to engage in political activities geared towards independence. Among these Africans were Joshua Nkomo, Reverend Sithole Ndabaningi, Robert Mugabe and Harry Kimbula. Joshua Nkomo engaged in the formation of political parties, which were constantly banned. These included Zimbabwe African National Union (ZANU), the National Democratic Party (NDP) and the Zimbabwe African Peoples Union (ZAPU). Hence, Africans committed their efforts to putting pressure on the British to grant them majority rule.

The white settler government was greatly opposed to the British intention of granting self-governance to majority Africans. The white settler position was led by conservative white leaders; Winston Field and Ian Smith. In 1964, an extremist and radical Ian Smith overthrew Field Winston in order to consolidate white interests in Southern Rhodesia. He then proclaimed the Unilateral Declaration of Independence (UDI) of Southern Rhodesia in 1965. The UDI was a rebellious independence in the hands of minority whites aimed at preventing the colonial government from granting independence to majority Africans.



FIG.1: UDI police quelling a demonstration

### Task I

- Briefly examine background for the formation UDI in Southern Rhodesia.

### Step 2:

**Read the extract below on the reasons behind the formation of UDI government and answer the questions that follow;**

The conflicting attitudes of the British government and the minority whites in Southern Rhodesia. Britain was preparing for decolonization of the three territories in Central Africa that is Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi), and this was rejected by the minority whites. Britain wanted to bring democratic government to involve Africans and this scared Ian Smith to set up the UDI to block Africans.

The internal self-government given to the whites laid a foundation for UDI. The British government appeased the white settlers in Southern Rhodesia and gave them powers for example political, legislative, collecting taxes, army and police. These privileges convinced Smith to set up a government not to get aid from Britain.

The African native population was considered inferior and unable to manage political affairs. This made the white settlers to become arrogant and decided to dominate Africans not to empower them hence the declaration UDI government.

The fear of the growing African nationalism contributed to the UDI government. Africans had started to demand for self-rule in the 1960's due to wind of change and negative Central African Federation(CAF) policies. Africans had begun forming political parties like NDP and ZAPU by Joshua Nkomo. This made the minority white to form UDI and prevent the wave of nationalism.

The collapse of CAF in 1963 paved way for UDI. The CAF project lost momentum by 1963 and made Nyasaland and Northern Rhodesia to get independence in

1964, this influenced the blacks in Southern Rhodesia to become active politically through demonstrations and strikes. This quickly made Ian Smith to declare UDI to check African activities.

The economic potential of Southern Rhodesia made the creation of UDI inevitable as the whites had got the fertile areas and established the land law thereby controlling the arable land. Plantations had been set up comprising of tobacco, wheat and corn. The industries had been set up and there was booming trade, the area had minerals such as nickel and diamonds. All this necessitated the grip of the white minority by 1965.

The rise of the Rhodesia Front Party (RFP) formed in 1952 paved way for UDI. This was a party for the whites and aimed at promoting rights of white minority, block the Africans like denying voting rights and civil liberties, for example political association and freedom of speech. Ian Smith became the head of the party and set up the UDI in 1965.

The character and personality of Ian Smith led to establishment of UDI. Smith had become a Prime Minister in April 1964 and became conservative, reactionary and rebellious. He believed that Africans were primitive for independence and would carry out chaos similar to Congo in 1960. Therefore, African proposals were turned down to set up UDI in 1965.

The whites were inspired by the American war against Britain between 1776-1783. This was an inspiration because the white settlers defeated the British colonial government. Therefore, Ian Smith under the RFP felt the need to duplicate the American experience by establishing the UDI to be independent of Britain.

The formation of Organisation of African Unity (OAU) in 1963 scared the whites to establish UDI in 1965. The OAU in its summit in Cairo passed a resolution to fight the racist regime in Southern Rhodesia, it recognized the nationalists like Joshua Nkomo and extended support. This quickly made Ian Smith to establish UDI and prevent further activities of OAU.

The activities of the labour party under Prime Minister Wilson Harold led to the formation of UDI. Harold was liberal and always held discussions aimed at democratic governance in Southern Rhodesia. This was unacceptable by the white minority dominated by suppressive, oppressive and dictatorial leaders like Ian Smith hence UDI.

The incompetence and short sightedness of the British government led to creation of UDI. The British government gave a lot of powers to the white settlers through internal self-government with independent security force, powers to collect taxes and appoint representatives in the parliament. This strengthened the whites under Ian Smith and Britain could not employ a military approach to stop it.

The impact of World War II on Britain also favoured the creation of UDI. The war weakened the economic muscle of Britain and made it practically incapable to sustain colonies, from 1945, it began granting reforms aimed at independence. This created a soft landing for Smith as Britain did not have interest in African colonies.

The influence of the triumvirate alliance led to creation of UDI. Ian Smith was convinced by his conservative friends like Don Salazar of Portugal and Hendrik Verwoerd of South Africa. They agreed to stay in Africa and create racist empires by jointly suppressing African rebellions against white settlements. This made UDI government inevitable.

The military strength of the white government in Southern Rhodesia favoured the UDI establishment. They had modern fighting weapons like fighter planes, bombers and armored cars which they used to crush African resistances and it was this that gave Ian Smith confidence and capability to prevail over the Africans hence UDI.

### Task I

- i) Examine the role of Ian Smith towards the delayed attainment of independence in Zimbabwe.
- ii) Compare the role of UDI with that of white settlers in the central upland of Kenya in the suppression of Africans during independence struggles.

### Summary

The collapse of Central African Federation in 1963 and the financial breakdown of Britain due to the effect of second world war of 1939 – 45 are the major reasons behind the formation of Unilateral Declaration of Independence government in southern Rhodesia in 1965. Ian Smith could not allow Zimbabwe to be like other territories of the CAF and Britain could not act since she was financially unable.

### Follow Up **Activity**

- i) Make research on:
  - a) The factors that favoured the survival of UDI in power
  - b) The factors that led to the collapse of UDI government in 1980

## **TOPIC: The Struggle for Self-Government**

### **Sub-TOPIC: Road to Independence in Zimbabwe**

#### **LESSON 4: Factors for the Rise of Nationalism in Zimbabwe**

By the end of this sub-topic you will be able to:

- i) Describe the steps taken by Africans in Zimbabwe to attain independence.
- ii) Explain the factors that favoured the attainment of independence in Zimbabwe.

#### **Materials you need:**

Pen and a book/ papers

#### **Step 1: Introduction**

Southern Rhodesia like Portuguese Africa, South West Africa (Namibia) and South Africa had a bloody road to independence. This became inevitable after the declaration of the Unilateral Declaration of Independence (UDI) government by Ian Smith in 1965 that applied an apartheid like rule in Zimbabwe.

The spirit of nationalism in Southern Rhodesia became militant from 1966 even though signs had appeared a few years earlier. This was because of the rebellious whites through the Unilateral Declaration of Independence government yet Great Britain did little to intervene and pave way for African majority rule. This influenced Africans in southern Rhodesia to wage a war of independence between 1966 up to 1980 when Zimbabwe was declared independent on 18<sup>th</sup> April 1980.



FIG.1: Anti-colonial movements in Zimbabwe

## Step 2

**Read the extract below on the factors that favored the attainment of independence in Zimbabwe.**

The union of the Zimbabwe African National Union (ZANU) and the Zimbabwe African Peoples Union (ZAPU) in late 1970s strengthened African struggle against Ian Smith's government. This made it easy to employ a common strategy that weakened the white minority regime.

The individual role of the ZANU political party contributed to the success of the struggle. Apart from condemning Ian Smith's racist government, the ZANU established the Zimbabwe African National Liberation Army (ZANLA), a military wing that waged a war of independence against white minority regime in 1966. Later the ZANU-Patriotic Front accepted to collaborate with the ZAPU-Patriotic Front for a national cause.

The support provided by the Shona spiritual mediums (religious leaders) contributed to the success of the Rhodesian war of independence. These religious leaders courageously escorted liberation fighters to the battlefield and gave them faith and motivation to fight against the white settler army.

The support from the Organisation African Unity contributed to the success of the liberation war in Southern Rhodesia. Through its liberation committee, the OAU gave material support to ZANU and ZAPU, and encouraged both groups to set up a patriotic front. The OAU also called for sanctions against Ian Smith's regime, which weakened the white settler government in favour of Africans.

The role of the United Nations Organisation (UNO) enabled the success of Africans in Southern Rhodesia. The international custodian of peace, through its Security Council imposed economic sanctions on the UDI government, which narrowed down her market base and reduced her trade partners. Continuous pressure from the UN influenced Ian Smith's government to effect reforms on the eve of independence.

The Commonwealth of Nations added their voice to the anti-Rhodesia crusade. At the forefront were the former British colonies in Africa including Nigeria, Zambia, Uganda and Tanzania among others. The African Commonwealth members pressurised Britain to resume her patronage over Rhodesia and prepare her timetable for the independence of this country. They extended moral and financial assistance to the ZANU and the ZAPU.

The rise of Margaret Thatcher in 1979 as a British Prime Minister changed the British policy on Rhodesia. Her government realized the need for the ZAPU and the ZANU to involve in peace negotiations with Ian Smith to bring a political solution to the Rhodesian question. She spearheaded the peace settlement and organised an independence conference in 1979. Her role brought independence to Zimbabwe.

Similarly, the USA contributed to the freedom of Africans in Zimbabwe. During President Jimmy Carter's tenure, USA exerted more pressure on Rhodesia and Britain. In 1976, the Secretary of State Henry Kissinger made proposals for

peace and majority rule in Rhodesia. The result was the Geneva constitutional conference of November 1976. This conference set the mood for serious dialogue between Africans and white settler government.

The role played by communist states cannot be under estimated in the success of Zimbabwean war of independence. Among them were the USSR, Cuba, China and Czechoslovakia. In order to spread their political ideology, the communist states trained and armed the guerrilla armies. It is for this reason that most of the weapons like AK-47 rifles and bombs used by the ZANLA came from the communist world.

The 1974 Lisbon coup in Portugal worked in favour of Zimbabwean nationalism.

The coup led to the immediate independence of Portuguese colonies, Angola and Mozambique and dealt a final blow to the survival of the triumvirate alliance that began collapsing in 1968. The collapse of the gang of three made the regime of Ian Smith vulnerable. The eastern border became more exposed to ZANLA and Rhodesia's access to the port of Beira was cut off by Mozambican guerrillas.

The growing military success of the Zimbabwe African National Liberation Army (ZANLA) and Zimbabwe Peoples Resistance Army (ZPLA) disorganized the socio-economic life of the white population in the country. The insecurity caused by the increased attacks on white settlers diverted them from their economic activities, which included trading, mining and farming. Some of the whites perished in the war while others left the country during the independence struggle. This reduced the support enjoyed by the UDI government and consequently, weakened her.

The role played by Robert Mugabe contributed to the success of African freedom fighters. Mugabe dedicated his profession, established the ZANLA and influenced an attack on the white minority government. Even after his imprisonment, Mugabe continuously condemned the UDI government and his influence was always felt through his deputies. He transformed the ZANU into ZANU-Patriotic Front, which spearheaded the success of independence struggle.

The role of Zimbabweans exiles led to the success of the independence struggle in Southern Rhodesia. Apart from joining liberation forces from exile, the exiles continuously solicited for assistance from abroad and spread anti- UDI propaganda to the international community.

The reconciliation and unity of the Shona and the Ndebele ethnic groups popularised the movement against the UDI. The two tribal groups gave much support to the liberation war in terms of food and other supplies to the fighters, which enabled them to weaken the white settler government.

The economic decline of the UDI government led to the liberation of Africans in Southern Rhodesia. The white settler economy collapsed due to continuous African attacks, pressure and sanctions from the OAU and the UN. Hence, the Ian Smith administration could not sustain itself but to surrender to Africans.

### **Task 1**

- i) Compare the factors that favoured Zimbabwean independence with those of Mozambique in the attainment of independence.

- ii) Identify the major factors that delayed the activities of ZANU in struggling for independence.

## Summary

It was mainly the work of ZANU and ZANU-PF under the guidance of Robert Mugabe that worked tirelessly for Zimbabwean independence. It made sure that the major two tribes of Zimbabwe (Shona and Ndebele) were brought on board to fight for independence. Also, the international community was called in by ZANU. All this resulted into the weakness of the UDI government and finally granting Zimbabwe her independence.

### Follow UpActivity

Make research on the;

- a) The role of ZANU towards the independence of Zimbabwe.
- b) The role of Robert Mugabe in the struggle for independence of Zimbabwe.

### TOPIC: The Struggle for Self-Government

#### Su-TOPIC: The Civil Wars in Sudan Since 1955

### **LESSON 5: The Causes of Civil Wars in Sudan Since 1955**

By the end of this lesson, you should be able to:

- i) Explain the causes of Sudan civil Wars since 1955.
- ii) Identify attempts made to end the Civil Wars in Sudan.

### Step 1: Introduction

Sudan had been colonized by Britain, who signed an agreement with Egypt (which had interest in Sudan), on how effectively Sudan would be administered. This agreement was known as the **Anglo-condominium pact**. This led to the dividing of Sudan into Muslim North administered by Egypt and Christian south under Britain.

However, the Sudanese masses continued to resist against colonial rule. On 1<sup>st</sup> January 1956, Independence was granted and Sudan was placed under the control of the Arab North.

The Sudan Civil war began as early as August 1955, when the Southern provinces of upper Nile, Equatorial Province and Bahr-el-Ghazel rose up against the Arab North leading to the outbreak of the first phase of the Civil war. The first phase was fought by the Anyanya or black snake group led by Joseph Lagu up to 1975 while the second phase begun in 1983 fought by the Sudanese people's liberation Movement (SPLM) led

by John Garang.

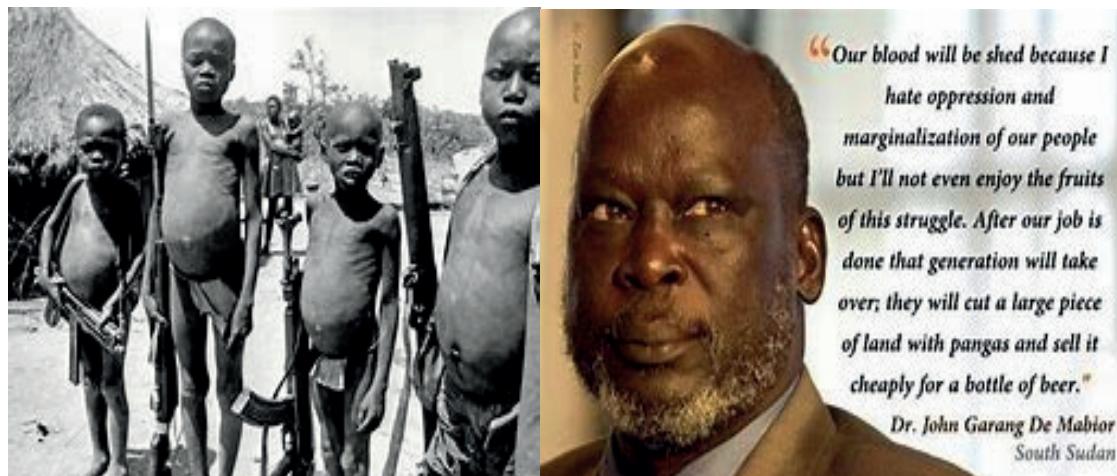


FIG.1 Child soldiers during Sudan civil war FIG.2 A portrait of Garang and his quotation.

**STEP2: Read the extract below about the causes of the Sudan Civil war and answer the tasks that follow:**

The causes of the two civil wars were social, political and economic in nature. They were also long term and immediate and included the following.

The prevalence of religious intolerance aroused resentment among the southerners. The Northern Officials forced Islamic practices over the Christian southerners which were not compatible with the Christian practices among the Southern states. This ignited war feeling among the southerners to prevent further penetration of Arabic norms into the south.

The unfair transition of Sudan to independence led to the Civil war. The desire to grant Sudan Independence began as early as 1955 in December when the North and South passed a motion calling for the granting of Independence. However, Britain responded by granting Sudan Independence with inefficient leaders in the North who were not ready to share the benefits of Independence with the Southern officials. Therefore, the South took up arms against the North.

The existence of incompatible cultural norms and practices sparked off the Civil war. The Northern Moslems regarded themselves as superior and imposed cultural practices, based on the Islamic faith among the southerners who were branded inferior, backward and above all slaves. This made the southerners victims of cultural abuse by the Northerners and the former responded by taking up arms against the North.

The prevalence of the slave trade legacy propelled the southerners to take up arms against the north. The North enslaved close to 15,000 southerners as early as the 19th century and by 1870, the south was crying foul of the inhuman treatment from the North. As a way of addressing this plight, the south organized a Civil war since their colonizer had kept a blind eye when Egypt and the North were enslaving the southerners.

The unequal share of the pre-independence benefits aroused seeds for the Civil wars. Before granting the Sudan her independence, Britain and Egypt didn't put in place a

mechanism of sharing all the privileges which were once held by the foreigners, for instance the North was permitted to form political parties like the National Umma Party and National Unionist Party (NUP) yet the South didn't have such parties, besides after the departure of the foreigners the 800 jobs were majorly enjoyed by the North (794) leaving only 6 to the south. Hence a civil War became the next remedy among the Southerners.

The rise to power by General Ibrahim Abboud1958 – 1964) in Sudan was a factor for the Civil War. As the New leader, Abboud introduced a policy of Arabization in which he called for the use of Arabic as the medium of instruction, adoption of Islam as the state religion, transformation of Christian schools in the South into Koranic Schools, replacement of the Sub-Grade teachers in the South with Moslem teachers from the North etc. all these policies, unfortunately energized the South into war activities against the North.

The rise to power of Jafaar-al Nimeiri also intensified the Civil war. As the new leader who assumed power from Maghoub in 1969, Nimieri tried to reconcile with the south. He created a ministry of southern affairs appointed officials from the south to the Khartoum parliament. However, the Southerners remained attached to their desire for a federal government in the three provinces. Bahr-el-Ghazel, Upper Nile with Equatorial and this in turn increased Nimeiri pursue a military approach against the South. In 1983, he declared all Sudan an Islamic state under sharia law.?



FIG.3 Jafaar-al Nimeiri (1969 – 1985)

The outbreak of the famine and hunger crisis speeded up the Civil war in the Sudan. After destroying the gardens in the South, several people became victims of the famine and hunger crisis in the south. The leaders in the North neglected the possibility of securing food aid which was to be used in ending the crisis. The southerners interpreted this as a direct tactic by the North to kill the southerners and in order to end the crisis arms were taken up against the North.

The unequal share of the army and police privileges angered the southerners. Despite the use of the policy of Arabisation, the Northern officials introduced a system of recruiting soldiers into the military academy college whereby of a thousand officials who were recruited into the colleges, a big number came from the north with only four officials from the south. Apparently, military discontent was sowed in the southern province of Equatorial, Upper Nile and Bahr el- Ghazel against the biased recruitment of the North into the Military College.

The rise of Islamic fundamentalism in the north precipitated seeds for the civil War. A new wave of terror and violence emerged in the north where Islamic radicals were ready to promote the use of Islam and other practices over the southern officials. This policy was greatly resented in the south and it created stiff opposition between the two regions leading to the Civil War.

The determination of the Northern Central government to protect the independence and territorial integrity of Sudan prepared ground for the Civil War. It should be noted that the different Northern officials resolved to keep Sudan United with its benefits of Independence and her territorial expanse / size. Such leaders like Gen-Ibrahim Abboud Mohammed, Ahmed Maghoub and others were not ready to let Sudan descend into Civil wars and thus they applied the use of violence against the South, which in turn evoked the war character of the Southern rebels.

The rise of militant nationalism in the South led to the outbreak of the Civil War. The South had a good number of soldiers who were under the Sudanese army for example Col. Joseph Lagu and later Major Gen. John Garang among others. These had the vision of leading the Sudan which unfortunately was denied to them by the North who monopolized the political cake. Thus, they championed the formation of Guerrilla wings like the Anyanya (snake poison) and Sudan People's Liberation Army (SPLA) which organized war against the North.

The determination of the South to fight for total Independence made the Civil war inevitable. The Southern officials were not happy with the Mal-administration after Independence and they demanded that the South must break away from the North and get her own independence using a militaristic approach.

The interference of the Arab-Israel conflict in the affairs of Sudan for example, Israel was giving support to the South to deter the spread of Islam while the Arab states. Egypt, Iraq, Iran, Pakistan etc. equally energized the Khartoum government to destabilize Israel's presence in the south.

The occurrence of cold war politics for example, the Western states like Britain, France and USA energized the south using the boarders of Uganda. The East sided with the Khartoum officials to tame the prevalence of capitalism in the Sudan.

The influence of the neighbouring states to the Sudan intensified the Sudan civil war. states like Uganda and Kenya allowed the use of guerrilla bases as grounds for the Anyanya and SPLA. In reaction, Col. Oumar- El- Bashir supported rebel activities of the Lord's Resistance Army (LRA) of Joseph Kony against Uganda making the Civil war inevitable.

### **TASK I:**

- i) To what extent did the British policy of divide and rule contribute to the Civil wars in Sudan since 1955?
- ii) Identify the attempts that were made to end the Civil wars in Sudan

### **Summary**

The Sudanese Civil Wars were a result of a number of factors, although the primary cause was the desire for total independence of the south against the determination of the northern Central government to protect the Independence and territorial integrity

of Sudan. It was from the determination of the southern Sudanese that they later Seceded from the north and became independent on 9<sup>th</sup> July 2011.

### Follow UpActivity

Carry out research and write notes on the following:

- i) Challenges faced in trying to end the Civil Wars in Sudan.
- ii) Effects of the Sudan Civil wars on the people of Sudan.

## TOPIC: The Struggle for Self-Government

### Sub-TOPIC: The Katanga Crisis in Congo (1960-1963)

#### **LESSON 6: Causes of The Katanga Crisis in Congo**

By the end of this lesson, you should be able to:

- i) Discuss the causes of the Katanga Crisis.
- ii) Explain the reasons for the failure of the Katanga Secession attempt.
- iii) Assess the results of Katanga Crisis.

### Step 1: Introduction

In the previous lesson you studied the causes of the Sudanese Civil Wars, which later resulted into the independence of Southern Sudan. Similarly, in the Democratic Republic of Congo, there occurred the Katanga Crisis in 1960.

On the 30<sup>th</sup> June 1960, present day Democratic Republic of Congo /Zaire or Belgium Congo became independent and immediately her eastern province of Katanga declared the independence of their own province on the 11<sup>th</sup> July 1960. This secessionist move was led by Katanga province Prime Minister Moise Tshombe with full backing of Belgium administrators and Belgium army garrisons in the province. This sparked off a war with the central government headed by Joseph Kasavubu as President and Patrice Lumumba as Prime minister that lasted for three years and ended with the defeat of secessionists in 1963.



Figure.1: Sketch showing the region of Katanga in Congo

## Step 2: Causes of The Katanga Crisis

**Read the extract about the Causes of the Katanga Crisis in Congo, and answer the questions that follow;**

The Belgium policy of Paternalism contributed to the attempted secession. The Congolese were taken as primitive people. They were learners who could take long to mature politically and economically. The Belgians took up all posts of administration in the civil service, police and army. This made Africans develop a mentality that they were children to be assisted and supervised. They lacked experience in tackling national issues and this contributed to the attempted secession.

The Belgians offered inferior Education to the Congolese hence contributing to the attempted secession. Primary school was made the highest level of education and by the time Zaire became independent, very few people had attained education above primary level and it had only 30 University graduates. This left few individuals with graduate education to appreciate national goals and handle national issues hence the attempted secession.

The Belgians denied the Congolese the right to form mass political parties and associations hence the occurrence of the Katanga secession. The Belgian colonial masters made matters worse when they blocked nationalists from leaving Congo to attend Nationalistic meetings. The lack of mass exposure created a ground for ethnic sub nationalism which manifested its self through secessionist attitude.

The Belgian policy of divide and rule contributed to the attempt secession in Congo between 1960 and 1963. They favoured different regions and ethnic groups. They went ahead to encourage regionalism. Little wonder that even after independence, the political parties that were formed were on tribal grounds. The CONAKAT party represented the interests of the people of Katanga. This sowed the seeds of micro nationalism hence the attempted secession.

Excessive exploitation of Katanga Region by the Belgians contributed to the attempted secession. The Belgians excessively exploited minerals in Congo and nearly depleted most of them. Katanga received a very small percentage from them yet she contributed 60% of the country's mineral wealth. Katanga felt cheated by the central government hence the attempted secession.

The secret Belgian support to Katanga also laid fertile ground for the secession. The Belgians provided moral, financial and military support to Tshombe in order to protect their financial interests in Katanga which possessed a lot of mineral deposits. Such support provided political and military confidence to Tshombe that he managed to declare the state of Katanga.

Premature granting of independence to the Congolese led to the attempted secession. The Belgians made no adequate preparations to hand over power to Africans. Through their policy of Paternalism, they prevented Africans from participating in colonial administration and this delayed any kind of Administrative experience. Therefore, when the Belgians left, National Political, there emerged an instant power vacuum, which Moise Tshombe sought to take advantage of by declaring a secession.

The influence of white settlers also made the secession attempt inevitable in July 1960. Many Belgian settlers had huge and profitable Business in Katanga. They

feared they would be targeted by many angry nationalists who hated African exploitation. They therefore groomed Tshombe to take over Congo's presidency and protect their interests. Aware that the white settlers supported him, Tshombe declared a secession.

The weakness of the 1960 Brussels constitution was responsible for the attempted secession. There was a debate on whether to establish a federal or unitary government during the 1960 Brussels conference. However, no firm stand was taken and the matter was left for post independent governments to decide. This gave room for an attempted secession.

The creation of a colonial force (**Force Publique**) without Africans led to the attempted secession. The force was mainly made up of Belgian soldiers and the few Africans who were there faced discrimination, biased promotion, low payments and poor accommodation. The commander rejected the proposal of Africanising force Republic and didn't allow promotion of Africans. This annoyed Congolese soldiers who mutinied and killed a number of Belgians. Tshombe exploited the situation and declared a secession.

The weakness of the United Nations led to the Katanga secession. It used an excuse of non-interference and therefore prevented its troops from defeating Tshombe's forces. This unwillingness to resolve the secession was further evidenced when the UN troops patrolled the entire Congo except Katanga province where they were meant to function.

Katanga's economic strength inspired Moise Tshombe to secede from the central government. Katanga was the leading producer of tobacco and cotton in Congo. It contained fertile soils and minerals such as copper, zinc, Gold, Cobalt and Uranium. Tshombe was confident that Katanga would stand on its own and wanted the Katanga resources to be used for Katanga only hence the attempted secession.

Tshombe's ambition and Greed for power led to the secession. He had strong desires of ruling Congo and formed the Congolese National Katanga (CONAKAT) in 1959 hoping to become the President of Independent Congo. When this dream failed on June 30<sup>th</sup> 1960, he decided to curve an empire in Katanga for himself to rule hence the attempted secession.



FIG.1 Moise Tshombe (1919 – 1969)

Lumumba's personality contributed to the outbreak of the secession. He was too

radical and wanted to nationalize all Anglo-Belgian mining companies. The Belgians were scared of this, and waited for the first available opportunity to over throw him. Together with the mining companies, the Belgians thus supported Tshombe when he declared independence from Lumumba's Congo hence the secession attempt.



FIG.2 Patrice Lumumba (1925 – 1961)

The weakness of Organization of African Unity also gave way to the Katanga secession. Member Countries such as Ghana and Egypt supported Patrick Lumumba's unitary government while others like Tunisia and Sudan were supporters of Moise Tshombe's attempted secession.

The impact of other secessions in Asia and Africa also inspired Tshombe to attempt secession in Katanga. In post independent India in 1947, the Moslem people of Pakistan seceded from India and formed their own independent country. Buganda also started nursing secessionist ambitions as early as 1953. These had an influence on Katanga as well.

### **Task**

"A product of Belgium's Colonial policies." Is this a true analysis of the period between, 1960-1963 in Congo?

### **Summary**

The Belgian colonial policy made no attempts to forge unity among the people of Congo. This led to regionalism, tribalism as well as ethnicity which fuelled the Katanga secessionist struggle.

### **Follow UpActivity**

Make research on the following and write down your findings in your notebook;

- i) Reasons why the Katanga Secession failed.
- ii) Discuss the Effects of the Katanga Crisis.

## TOPIC: The Struggle for Self-Government

### Sub-TOPIC: Separatism and Ethnic Nationalism

#### LESSON 7: The Biafran Crisis in Nigeria (1967-1970)

##### Learning Outcomes

By the end of this sub-topic you should be able to:

- i) Describe the background to the crisis.
- ii) Explain the reasons for the occurrence of the Biafran crisis in Nigeria.

#### Materials You Need

Pen and a book

#### Step 1: Introduction

Nigeria got her independence from the British on 30th May 1960 under the leadership of Abu-Bakr Tafawa Balewa under Northern People's Congress party (NPC). Lt Col. Odumegwu Ojukwu declared Eastern Nigeria (Ibo land) the republic of Biafra. This triggered off Nigerian civil war / Biafran war of secession which started on 6th July 1967 and ended on 15th January 1970 when the secessionists were defeated.

The war represented a separationist attempt by Biafra region in Eastern Nigeria wanting to break away from Nigeria. On 6th July 1967, the Biafran war began when a federal military offensive was launched on Biafra by President Yakubu Gowon.

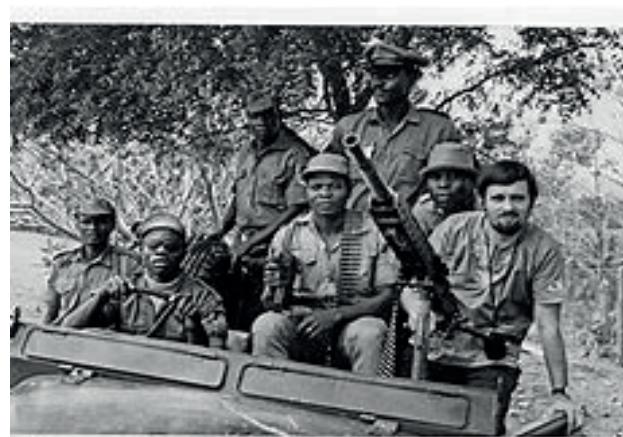


FIG.1 The last gladiator's platoon of Biafra FIG.2: The map showing the state of Biafra

#### TASK I

- i) Give a brief background of the civil war in Nigeria between 1967 – 1970.

## STEP 2: The Causes of the Biafran Secessionist War

**Read the extract below on the causes of the Biafra secession and answer the questions that follow**

The colonial system of divide and rule led to the Nigerian crisis. They divided the Nigeria into three (3) regions basing on ethnic grounds. The North was under Hausa – Fulani, the west was under the rule of Yoruba and East was under the Ibos. This led to the rise of the spirit of regionalism and deepened ethnicity among the Nigerians leading to break away spirit among the Ibos.

Religious differences in Nigeria led to the outbreak of the war. The north and the west believed in Islam and the East embraced Christianity. The Easterners felt isolated and religiously discriminated. Therefore, they declared Biafra as a state for Christians.

The discovery of petroleum resources in the East led to the breakaway spirit. The oil resources made the Ibos feel that they were not happy with 40% revenue they received from there oil resources.

The population census scandal also led to the breakaway sentiments. Between 1963 and 1964, Nigeria carried out population census but exposed the hidden facts about Nigeria's population distribution. The 1963 exercise showed a total population 44.5 million people and in 1964, a repeated exercise showed a population 55.6 million people. Majority of the people were placed in the north. This did not please Ibos who concluded that it would be difficult to take over power if they remain in Nigeria.

The January and July coups of 1966 led to the breakaway attempt. In January, the government of Abubakar Tafewa Balewa was overthrown by the General Johnson Thomas Umunnakwe Ironsi an Ibo from the east. In July 1966, General J.T. Ironsi

was overthrown by Yakubu Gowon, a northerner. This did not please the Ibos who concluded that it would be difficult to take over power if they remained in Nigeria.

Ethnic divisions in Nigeria led to the attempted breakaway. In Nigeria, there three major tribes are Ibos (east), Yoruba (west), Hausa - Fulani (north) wanted tribal supremacy over others. As a result, hostility and tension gained ground in Nigeria before and after independence. This led to the breakaway attempt.

Foreign support given to the Ibos led to the attempted breakaway. France, United States of America, Haiti, Gabon, Tanzania, Ivory Coast, Zambia, Portugal, Israel and Vatican City all supported Biafra claiming that they were fighting a humanitarian cause. U.S.A and France supplied a lot of ammunitions. The African countries gave moral support and humanitarian support which encouraged Lt Col. Odumegwu Ojukwu to breakaway.

Unbalanced development in Nigeria led to the breakaway spirit among the Ibos. The eastern region was lagging behind in terms of infrastructures and yet the other regions were given a lot of funds and resources to develop at the expense

of the easterners.

Unfairness in the recruitment into the army led to the attempted break away. The recruitment favoured the northerners at the expense of the easterners. The northerners contributed 50% while the easterners and westerners contributed 20% each. Therefore, easterners feared military dominance of the northerners and decided to declare a breakaway state of Biafra.

Demonstration effects also led to the Biafra attempted break away. Lt Col. Odumegwu Ojukwu was influenced by other secessions. He was influenced to secede from the rest of Nigeria by Katanga attempted breakaway of 1960 where Nigerian soldiers participated in ending the crisis. However, Lt Col. Odumegwu Ojukwu borrowed a leaf and thus he went back home and declared a breakaway of Ibo land.

Lt Col. Odumegwu Ojukwu led to the Biafra secession war. He was extremely an ambitious leader of the Ibos. A soldier with a lot of military experience and uncompromising, highly determined and therefore led the Ibos into declaration of the state of Biafra. He refused to attend several meetings aimed at ironing out their differences with the federal government of Yakubu Gowon, under such circumstances, Biafra secession was inevitable.

The policies of General Gowon also contributed to the crisis in Nigeria. He failed to appease the easterners through decree 33 and 34 of 1967. The decree divided the country into twelve states with a view of ending ethnic nationalism, declared a state of emergency among others. Through these decrees, most of the oil resources in the east went to small tribes which the Ibo interpreted as a deliberate government policy to deprive them of their wealth. This made Lt Col. Odumegwu Ojukwu to declare the Ibo secession.

The military ability of the Ibo made them to declare the state of Biafra. They had a big number of elites with in the army. This influenced Lt Col. Odumegwu Ojukwu to declare the state of Biafra being assured of a dependable military course.

The failure of the Aburi conference of 1967 in Ghana led to the declaration of the state of Biafra. It was convened by General Arthur Ankrah, the leader of Ghana with the motive of promoting or restoring political sanity and diplomacy among top Military officers in Nigeria. However, the resolutions of the conference were rubbed off and they continued killing one another and the Ibo in fear of the genocide declared a separate state.

Gowon's appeasement policy towards the eastern region accelerated the desire to breakaway. On 17th March 1967, the government of Gowon issued decree eight (8) that gave a lot of powers to the eastern region with Lt Col. Odumegwu Ojukwu as reigning governor. However, such powers made the Ibo think that they can sustain an independent republic and enjoy all their social – economic resources.

Declaration of Biafra state on 30th May 1967 sparked off a military confrontation between the federal government of Yakubu Gowon and the Biafra forces. The government of Gowon was determined to hold together Nigeria as a pan African principle yet Lt Col. Odumegwu Ojukwu was determined to curve off and create an independent republic of Biafra. This led to war that lasted for three (3) years.

**Task**

- i) Compare the causes of the Biafra secession in Nigeria with the causes of the Joseph Kony insurgency in Northern Uganda.
- ii) As a historian, was it necessary for the Biafrans to breakaway?

**Summary**

It was mainly the British colonial policy of administration of divide and rule that led to the attempted breakaway of Biafra from Nigeria. It led to regionalism along different ethnicities and religions that sowed seeds of war if the Biafrans were to achieve self-rule.

**Follow UpActivity**

Make research on;

- a) The effects of the Biafra crisis on Nigeria.
- b) How could such a crisis be stopped from happening in the future.

## **TOPIC: The Struggle for Self-Government**

### **Sub-TOPIC: Separatism and Ethnic Nationalism**

#### **LESSON 8: The Eritrean War of Secession (1961 – 1993)**

##### **Learning Outcomes**

By the end of this sub-topic you will be able to:

- i) describe the background to the secession.
- ii) explain the reasons for the occurrence of the Eritrean war of secession.

#### **Materials You Need**

Pen and book/ papers

#### **Step 1: Introduction**

Eritrea is found in the horn of Africa and her history is inseparable from that of Ethiopia. During the 19<sup>th</sup> century, Egypt attempted to take over Ethiopia basing its self in Eritrea but it failed. During the scramble and partition for Africa, Italy tried to take over Ethiopia but failed at the battle of Adowa and thus Italians retreated to Eritrea from where they based to attack Ethiopia.

The Italo - Ethiopian crisis started in 1935 drove Italians out of Ethiopia and Eritrea. From 1941 to 1960, Eritrea was under Britain which took care of it as a UN mandate territory. In 1962, the UN decided to make Eritrea autonomous but federated to Ethiopia.

Under the federal government, Eritrea had its own assembly and government. However, Eritrea and Ethiopia kept on conflicting.

In 1960, the UN organised a referendum for the Eritreans to decide a form of government they desired. Emperor Haile Selassie of Ethiopia rigged the elections and subjected Eritrea under Ethiopian rule. This reduced Eritrea to the status of 13<sup>th</sup> Ethiopian province.

Between 1962 – 1993, the Eritreans fought for liberation led specifically by Isaias Afwerki and the most popular parties were ELF (Eritrea Liberation Front) and EPLF (Eritrean People's Liberation Front). The war of secession was led by Isaias Afwerki, Hamid Idris Awate, Petros. Solomon and the war went on until 1993 when Eritrea got her independence.

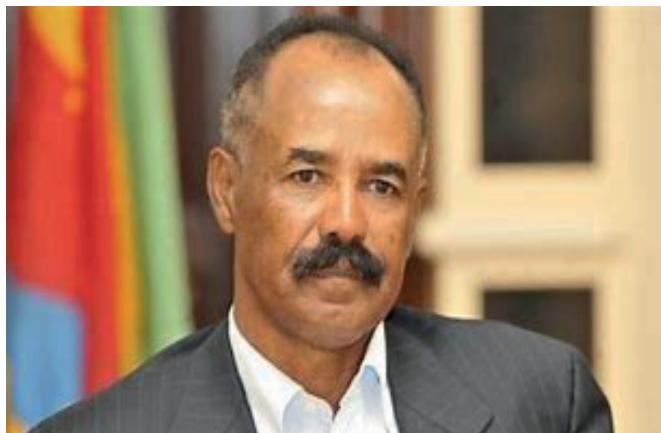


FIG.1: Isaias Afwerki in 1993 after independence

### Task 1

Briefly describe the history of Eritrea before independence.

## Step 2: Causes of the Eritrean War of Secession

**Read the following text on the causes of the Eritrean war of secession and answer the tasks that follow;**

The desire for independence led to war. The Eritreans were tired of foreign domination. First by Italy, Britain and then Ethiopian and therefore wanted to break away and determine their own affairs.

The Ethiopian rigging of 1960 United Nations organised referendum led to the war of secession. Emperor Haile Selassie tampered with the election results in which the Eritreans had chosen to be independent. However, Selassie rigged and denied them a chance to become independent.

The failure of Ethiopians to drive Italians out of Eritrea led to the secession war. After the Ethiopian victory over Italians in 1896, the Italians went back to Eritrea and established their rule. Question asked by Eritreans was "if Ethiopia had interests over Eritrea and if Eritrea was part of Ethiopia, why didn't Ethiopians follow up Italians in Eritrea"?

The exposure of Eritrea to democratic rule forced them to fight against the Ethiopians. The Italians had caused great economic and social reforms, constitutional rule, and built schools and hospitals. The British from 1941 – 1950 practiced democracy and were full of reforms. However, Eritrea under the Ethiopians experienced undemocratic rule, people suffered from treatable diseases and were forced to fight.

Selassie feudalism, bribery, tribalism and sectarianism led to the secessionist war. He presided over the backward monarchy, yet Eritreans regarded themselves as modern. Selassie favoured the Amhara tribes' men, made their language official for both Ethiopians and Eritreans and therefore, this was protested by the Eritreans.

The annexation of Eritrea in 1962 by Ethiopia led to the secessionist war. Ethiopia declared Eritrea her 13<sup>th</sup> province which meant that she would never have independence. This was protested by the Africans who had enjoyed semi-autonomous status under the UN mandate.

The formation of ELF in 1961 led to the secessionist war. It was realised that a political solution towards their problem had failed and therefore resorted to war. In 1972, Eritrea People's Liberation Front was also formed making Eritrean nationalism more militant.

The rise of vibrant Eritrean nationalists such as Isaias Afwerki, Hamid Idris Awate and Petros Solomon led to the secessionist struggle. They used both peace and violent means of struggle to make Eritrea autonomous.

The 1960 political instabilities in Ethiopia influenced the war of secession in Eritrea. In 1960, elite soldiers in Ethiopia staged an unsuccessful coup followed by student's riots protesting existing backwardness in all sectors. This was also followed by unsuccessful secessionist's attempts in Tigris and Ogaden province. This encouraged Eritreans also to rise up.

Religious differences led to the secessionist attempts. The Ethiopians were Christians while the Eritreans were predominantly Muslims. However, Selassie declared Christianity as a state religion for both Ethiopia and Eritrea.

Eritrean economic strength encouraged them to secede. Eritreans had port Massawa and port Assab that connected to Red sea. They had discovered asbestos which promised economic boom in Eritrea. However, Ethiopia was not ready to let such resources go to Eritreans.

The extension of Arab- Israel conflict led to the secessionist war in Eritrea. Other countries such as Iraq, Libya, Egypt, Saudi Arabia, Syria and others supported the Eritreans while Israel supported Ethiopia in order to support the orthodox religion and economic interests.

The rise of the cold war politics also led to the secessionist war in Eritrea. U.S.A, Israel and France wanted to promote the capitalist ideology and supported Ethiopia while U.S.S.R backed Eritrea to promote its socialist ideology.

The 1972 – 1974 famine contributed to the war. The horn of Africa was hit hard by famine which left several people dead.

The weakness of the Organisation of African Unity (O.A.U) accelerated the war of secession. The O.A.U had its headquarters in Ethiopia which softened her voice and therefore, O.A.U delayed to recognise Eritreans to form a self-government because it considered this rule as dividing African countries. It advocated for the union between Ethiopia and Eritrea hence the inability of O.A.U to recognise Eritrea led to a fight for independence.

The UN mistakes on Eritrea also led to the Eritrean break away in 1992. The UN handled Eritrea over to Ethiopia yet it was supposed to attain self-rule. In 1960, the UN organised a referendum for the Eritreans to choose either a federation with Ethiopia or attain independence but the UN failed to supervise the process and, in the end, Selassie rigged the elections in favour of the federation and thereafter, the 13<sup>th</sup> province of Ethiopia was declared as Eritrea. The double standards of the UNO forced the Eritreans to resort to violence.

The support that the Eritrean nationalists received from the local population encouraged the break away. The Eritrean Muslims fully supported the struggle for independence as they were opposed to Ethiopia's policies such as Christianisation of Eritrea and feudalism. They joined hands with liberation movements by giving in information, food and joining as fighters.

The discovery of asbestos and phosphates in Eritrea also led to the break away. The Eritreans wanted to exploit and manage the resources by themselves and did not want anyone else to intervene and therefore a need to secede.

## Task

- i) Compare the causes of the Eritrean secession with those of the Biafra secession in Nigeria.
- ii) In your view, compare the mode of administration of Eritrea by Ethiopians with that of South Sudan by Sudan.
- iii) Was there any difference between the occupation of Eritrea by first Italy and later Britain, and Ethiopia?

## Summary

Ethiopia had mastered the weakness of UNO and OAU that's why it had occupied Eritrea since the two bodies could not act to stop Ethiopia. After the Eritrean realizing this, then they had to resort to an armed struggle in order to relieve themselves of this foreign control.

## Follow Up

Make research on:

- a) The effects of the Eritrean war of secession on both Eritrea and Ethiopia.
- b) The causes of the civil war in Uganda between 1980 – 1986
- c) The causes of the civil war in chad.

## Term 3

### Subject: National Movements and New States

**TOPIC: The New States: Modernisation and Internal Problems**

**Sub-TOPIC: National Unity and Ideology**

#### **LESSON 9: The Ujamaa Policy in Tanzania (1967 – 1985)**

By the end of this sub-topic you should be able to:

- i) describe the Arusha declaration of 1967.
- ii) explain the achievements of the Ujamaa policy in Tanzania

#### **Materials you need:**

Pen and a book

### **Step 1: Introduction**

The Ujamaa policy was a form of African socialism with economic and political theories that advocated for public ownership of property where land, transport, banks, natural resources, and industries were owned and managed by the state on behalf of its people. According to Julius Nyerere, African Societies were believed to have a socialist setting in nature because they had a lot in common.

Before colonialism, all relatives were members of the family, land was communally owned and there was equal sharing of resources. However, this situation was destroyed with the coming of the colonialists and individualism became the main principle of African countries.

The Ujamaa policy was therefore adopted as a document that was referred to as the Arusha declaration of 1967. The document was inaugurated on 5<sup>th</sup> February 1967 by members of Tanzania African National Union (TANU) to settle some of the eminent problems Tanzania was facing by then.



FIG. 1: Women working in a group



FIG.2: A portrait showing the meaning of Ujamaa

## Task

Briefly describe the Ujamaa policy in Tanzania

## Step 2: Aims of the Ujamaa Policy

**Read the extract below on the aims of Ujamaa policy in Tanzania and answer the tasks that follow;**

The Ujamaa policy aimed at getting rid of the manifestations of neo colonialism and adheres to genuine independence.

The Ujamaa policy also agreed that the development of Tanzania was to be based on the principles of socialism and therefore the building of the Tanzanian society was to be based on the Ujamaa policy.

It aimed at creating an equal society (egalitarianism) where there is no exploitation of one man by another and resources are shared equally.

The Ujamaa policy also aimed at developing rural areas as opposed to urban area with good and modern infrastructures such as roads, schools and hospitals.

The Ujamaa policy also aimed at promoting education especially primary and adult education and higher education was supposed to be for a selected few who were to acquire it for the good of the society.

It also aimed at putting the major means of production in the hands of the government such as land industry, banks among other. In other words, Tanzania was to develop based on the resources that were within the country and foreign aid as a tool for development was rejected.

The Ujamaa policy also aimed at promoting agriculture since 95 per cent of the population lived in rural areas and where land was enough for agriculture and above all agriculture required little capital.

The policy also aimed at eliminating ignorance, poverty and diseases by improving on the standards of living of the Tanzanians through expansion of infrastructures and other facilities and this would be done revolutionary that is from a simple hoe to a tractor.

The Ujamaa policy aimed at fighting corruption by emphasising that everyone was strictly to survive on one source of income with the aim of promoting national unity. That is, everyone was to be a member of TANU which was later transformed into Chama Cha Mapinduzi (CCM).

The Ujamaa policy also aimed at exploitation of Tanzania's natural resources and also promotion of industrialisation in the country.

### Task

- i) Explain the aims of the Ujamaa policy in Tanzania.
- ii) Compare the aims of Ujamaa with Obote's move to the left (Nakivubo declaration of 1969)

### Step 3: Achievements of Ujamaa Policy

**Read the extract below on the achievements of the Ujamaa policy in Tanzania and answer the tasks that follow:**

The Ujamaa policy promoted unity among the people of Tanzania and that unity still exists up to date. Because of this, Tanzania has never experienced any tribal conflict, civil war or military coup because of the common word that was used "Ndugu".

The Ujamaa policy contributed to the development of a national language that is Kiswahili which is almost spoken by everyone in Tanzania and it has eased communication and it also made Tanzania unique in East Africa and the whole world.

It also promoted mass nationalism through mass participation in the country's affairs (patriotism). For example, in 1978 when Idi Amin attacked Kagera region in northern Tanzania, Nyerere just needed an announcement to get mass support.

It led to the formation of a strong people's army in Tanzania and it was trained to ensure protection of life and property of all Tanzanians. It is an army that was also engaged in production, which is farming. The government also called for military training in the Ujamaa villages and every Tanzanian had the obligation to promote security in the country.

The policy also put emphasis on equality throughout the country where there were equal opportunities for everybody irrespective of colour, tribe and religion. Economic inequalities were also minimised by governments fixing of prices on consumer goods.

There was nationalisation of major means of production. This to a greater extent benefited the poor because the government was able to handle enough revenue that was distributed to the poor through the provision of basic social services like education and health.

It also led to equal distribution of natural resources because the spirit of brotherhood was achieved and resources were distributed equally basing on the needs of a given area hence balanced development in Tanzania.

It led to infrastructural development. Both marram and tarmac roads were constructed that eased the movement of people and transportation of raw material, finished goods and workers.

The education system was redesigned to suit the local requirements in Tanzania. Students up to s.4 were taught to appreciate manual labour and vocational education was promoted in the fields of carpentry, building, tailoring, electrical installation among others and as a result, Nyerere promoted the policy of job creation other than job seeking.

There was modernisation of agriculture through agricultural mechanisation and modern farming techniques like land consolidation, use of tractors fertilisers and this to a small extent increased agricultural production.

The policy also reduced the problem of income inequality. It ensured that all people were entitled to one salary and the government abolished graduated tax that affected the common man. Therefore, there was a reduction in the exploitation of one man by another.

The policy created a spirit of hard working among the Tanzanians because it was compulsory for everyone to provide manual labour. The common man word used was “leo nmugenyi, kesho nshanbani” meaning “today you are a visitor, tomorrow in the garden”.

The policy led to improvement in the levels of literacy. For example, through compulsory primary education and vocational education. Above all, the government also promoted adult education to cater for those adults who had not got a chance to school when they were young.

The policy also improved on leadership because the leadership code was strictly followed and to some extent, it reduced corruption among leaders. The policy was to groom good and able-bodied leaders such as Julius Nyerere, Ali Hassan Mwinyi, Benjamin Mkapa, Jakia Kikwete and today John Pembe Magufuli. These leaders have led a selfless life and have put service above self.

The Arusha declaration also promoted the organisation of societies which were established to cater for development of agriculture by providing farmers with farm inputs like quality seeds, fertilizers, storage facilities and also assist in marketing farmer's products.

The policy ushered in a period of peace and political stability. Tanzania has not experienced a war or civil war; coup and it is the only country in east Africa that has enjoyed relative peace since independence up to date.

The Ujamaa policy has enabled Tanzania to become popular in the world particularly on the African continent and as a result, other countries begun to emulate the Ujamaa policy.

## Task

- i) Examine the achievement of Ujamaa policy in Tanzania.
- ii) To what extent has Tanzania lived up to the expectations of the policy.
- iii) Compare the achievements of Ujamaa with the policy of Nyaoism in Kenya.

## Summary

Basically, the Arusha declaration attempted to reduce income inequality in Tanzania, TANU leaders were not allowed to earn more than one salary, and his reduced the gap between the rich and the poor and encouraged equality of masses as desired by Nyerere's also progressive taxation system was also established by Nyerere's government with tax exceptions extended to low income earners.

### Follow Up **Activity**

Make research on the:

- a) The failures of the Ujamaa policy in Tanzania
- b) The Nakivubo Pronouncements of 1969 in Uganda
- c) The role of language in fostering national unity in Africa

## Subject: National Movements and New States

### TOPIC: Regional Economic Groupings and International Relations

#### **LESSON 10: The Concept of Pan-Africanism**

By the end of this lesson, you should be able to:

- i) define the concept of Pan-Africanism.
- ii) explain the obstacles that affected the development of Pan-Africanism.

#### **Step 1: Introduction**

In this lesson, you are going to study the Concept of Pan Africanism. **What was Pan-African movement?** This refers to the black intellectual movement that was intended to jointly unite the black all over the world. It was founded in 1900 by men like William Sylvester, George Padmore from Trinidad and Tobago, WEB Dubois from the Caribbean Islands and many others who were renowned lawyers and professors. There were interested in the pride of the African race.

Pan Africanism is divided into two phases that is, the 1<sup>st</sup> phase was in the Diaspora and conferences took place in Europe and America for example, the London Conference of 1900, 1919 Paris Conference, 1921 Conference held in the capitals of Paris, London and Brussels ,1927 New York Conference and the 1945 Manchester Conference. The Manchester Conference was dominated by many African delegates from both African and the European countries and this compelled Marcus Garvey to comment that “**If Europe is for Europeans, then the Negroes must claim Africa as their home.**”

The second, phase was dominated by all Africans and it took place in Africa. This is because Pan African Movement had got a home base when Ghana got its independence in 1957 and it began with the 1958 conference in Accra i.e. the April for African Independent Countries, December for all African People’s Conference (APPC).

**It had the following aims and objectives:**

- i) It aimed at promoting and forging unity for all the blacks all over the world regardless of their education and economic levels.
- ii) To restore the black man’s respect and dignity that had been white washed by slavery and colonial policies.

**To build and establish a strong loyalty in Africa as opposed to individual and divisive interest hence encouraging the THEME “Africa for Africans” .**

- iii) To establish a strong voice against the white domination and discrimination.
- iv) To promote international relations with other races and continents without enslaving Africans

- v) To promote the respect of the rights of Africans on the African continent and world over.
- vi) To uplift the African interests and the desire to develop
- vii) To eradicate interstate conflicts out of the entire African continent
- viii) To ensure the respect and dignity of African sovereignty and territorial integrity and independence.
- ix) To uplift African standards of living and curb down the biting poverty on the continent.
- x) To enforce economic integration in order to end the economic exploitation of Africans.

To Promote technological transfer from the new world to Africa that is, Africans getting to know the recent sciences and technology to promote development.



FIG.1: Different leaders of Africa by 1963

## Step 2: Obstacles that affected the development of the Pan-African movement

**Read the extract about the obstacles that affected the development of the Pan-African movement and answer the questions that follow:**

Lack of unity. Africa being a large continent, it was difficult quite difficult to forge unity on the continent. To make matters worse, independent African states have formed regional economic grouping that have continued to tear apart the continent. For example, Community of West African States(ECOWAS), Common Market for Eastern and Southern Africa (COMESA).

Multiple languages. Africa as a continent has the largest number of tribes, with numerous languages. This has made it extremely difficult for Africans to join hands for a common goal.

Tribalism. This has paused yet another obstacle to Pan-Africanism. Tribalism has bred factionalism and Civil strife. The Biafra civil wars in the late 1960s for instance weakened the state of Nigeria. Similarly, attempts to break away from established Afri-

can states on tribal grounds such as the Katanga and Buganda secession struggles in Uganda and Democratic Republic of Congo greatly undermined the concept of Pan-Africanism.

The occurrence of Civil wars in independent African states has greatly undermined African Unity. Rwanda for example was involved in a civil strife between the Hutus and the Tutsis ever since 1959, with frequent coups and assassinations; the same applies to Somalia and Angola, who have been engaged in guerrilla wars ever since independence. The Civil wars have equally torn the state of Sudan into two parts, that is the Arab North and Negro south until the south attained independence in 2011.

The political divisions in Africa, In the early 1950's and the late 1960's, African Nationalists became divided into two hostile camps that is the Casablanca group was more radical and opposed the continued association with former colonial powers. The group supported the formation of United States of Africa under a single leadership. This included Ghana, Egypt, Mali, Guinea, and it was led by Dr Kwame Nkrumah. The Monrovia group was moderate and preferred a loose African federation and continued relations with the former colonial Powers. This group included. Nigeria, Liberia, Ethiopia among others. Such divisions undermined the effort towards African Unity. I

Individualistic tendency of African states. Many African states were pre-occupied with protection of their local interests fearing to be swallowed up by a bigger African entity. Many African Leaders preferred to remain as representatives of Liberia, Ethiopia, or Nigeria but within the African setting. This affected the idea of African unity.

Divergences in ideology. After World war II in 1945, two opponent ideologies surfaced in the world that is Capitalism as cherished by USA and communism as advocated by the USSR(Russia). For instance, while Kenya, Nigeria and Egypt were essentially capitalists, Angola, Mozambique and Tanzania pursued communist principles. This undermined African Unity.

Existence of Neo-colonialism. After Independence of African states, former colonial powers devised ways of dominating them indirectly. For instance, former British colonies became united under a common arrangement, known as the Common Wealth Association. While the former French colonies belonged to the Francophone organization. Such apparent divisions more benefited the Whiteman that worked to undermine the unity of the African continent, hence an obstacle to Pan-Africanism.

Intellectual movement. Right from the beginning, the Pan-Africanism movement was an intellectual ideology. Beginning with the Blacks in the Diaspora like Marcus Garvey, Web Dubois and Sylvester Williams, Pan-Africanism was picked by blacks at home like Dr Kwame Nkrumah. African peasants were left out in the movement and yet without their support, Africa could not attain meaningful unity.

Lack of adequate communication networks. Africa lacked sufficient transport and communication networks linking the African continent. This made the Africans isolated from their counterparts in other African states due to lack of communication. Besides, inadequate road network hindered trade (economic interaction) between different African peoples which could have given way to later political union.

## Task

“Pan-Africanism is an idea which is impossible to achieve”. As a historian do you agree with the above statement? Give reasons to support your answer.

## Summary

Despite attaining independence, uplifting the dignity of African race, Africa, formation of organization of African Unity, the Pan-African movement failed to achieve total independence from the colonial powers, total unity, ending slavery, as well as dictatorship in some parts of Africa.

### Follow UpActivity

Make research on the following and write down your findings in your notebooks:

- i) Achievements and Failures of Pan-African movement

### **LESSONs you learn from Pan-African movement**

## Subject: National Movements and New States

**TOPIC: Regional Economic Groupings and International Relations**

**Sub-TOPIC: The Organisation of African Unity (OAU)**

### **LESSON 11: The Aims and Achievements of O.A.U (1963 – 2002)**

By the end of this sub-topic you will be able to;

- i) give a brief background of O.A.U.
- ii) discuss the achievements of O.A.U.

#### **Materials you need:**

Pen and a book/ papers

### **Step 1: Introduction**

In the early 1960s, Africa became divided into Casablanca and Monrovia groupings resulting from divergent views on African unity especially as regards the formation of a United States of Africa (USA). The two groupings organised secret meetings all with the purpose of finding lasting solutions to African problems. The two antagonistic groups represented the divisionism and differences among African leaders. The Monrovia group was relatively big comprising all former French colonies of West and Equatorial Africa at the time apart from Guinea Conakry and Mali. Other members were the two English speaking West African states of Liberia and Nigeria. Members of Casablanca grouping were Ghana, Guinea Conakry, Egypt, Mali, Morocco, and others.

The Casablanca ideological camp was relatively small but her strength lied in the idea's members stood for. Casablanca members pushed for an African federation (the United States of Africa) under one political administration and a centralised military command. The ideas of Casablanca were greatly opposed by members of the Monrovia ideological grouping that regarded an African federation as Nkrumah's own making. The Monrovia blamed Nkrumah for his intentions of ruling over Africa. Members of the Monrovia claimed that political unity would hardly be achieved immediately before

African independence was consolidated.

A political reconciliation of the two African ideological groupings was achieved at the 1963 conference of independent African leaders in Addis Ababa, Ethiopia. The Addis Ababa conference was chaired by the Ethiopian leader, Emperor Haile Selassie and was concluded with the signing of the charter of the Organisation of African Unity (OAU) on the May 25, 1963.



FIG.2: A painted picture representing Unity of Africans

### Task 1

- i) Describe the background towards the formation of O.A.U in 1963.

### Step 2: Aims and Objectives of O.A.U

**Read the extract below on the aims and objectives of O.A.U and answer the tasks that follow;**

Eradicate all forms of colonialism from Africa

To promote African unity and solidarity that was to develop and create brotherhood among Africans

To defend the sovereignty, territorial integrity and independence of African states

To promote the respect of human rights in accordance with the universal declaration of human rights (UDHR) of 1948

To co-ordinate and intensify African effort to achieve better standards of living of the people of Africa

To enforce economic development and prosperity on the continent as a way of checking neo-colonialism.

## Step 3: Achievements of O.A.U

**Read the extract below on the achievements of the O.A.U and answer the tasks that follow**

Despite of the many problems she faced, the Organisation of African Unity managed to overcome most of them and hence survived up to 2002. This long existence of almost 40 years was due to the annual summit meetings that provided ground for discussion and finding solutions to African problems.

Due to its ideal success in overcoming most of the challenges, membership to the OAU was expanded from the original 32 member-states who initially signed the charter in 1963, to almost the entire continent. This showed a remarkable work as drawn in the objectives of the body. It should be noted that Morocco pulled out of the OAU after the body recognised the right to independence of South West Sahara (POLISARIO) from Moroccan domination and later granted membership to South West Sahara.

As almost the entire continent became part of the body, the Organisation of African Unity therefore succeeded in upholding the ideal of unity. As such, members of the OAU always spoke with one voice during the UN general assembly

Through the commission for mediation and reconciliation, the Organisation managed to settle interstate conflicts, which occurred mainly due to border misunderstandings. The OAU mediated between Somalia and Ethiopia over the Ogaden province, between Congo and Uganda, Morocco and Algeria, among others.

The OAU contributed to the complete eradication of colonialism from the continent. This was the effort of her liberation committee in Tanzania. The committee mobilised and extended support to the Mozambican Liberation Front (FRELIMO) in Mozambique, the South West African People's Organisation (SWAPO) in Namibia and the African National Congress (ANC) in South Africa. This support from the continental body influenced the attainment of independence in these states.

Consequently, the OAU made an effort to liberate blacks in South Africa from the bondage of apartheid. The organisation called for sanctions against the racist white minority regimes and through the frontline states, the body extended the necessary assistance to blacks in form of moral and finance and pressurised for the release of politicians like Mandela who later led Africans to victory.

The body supported the establishment of regional economic co-operatives. This was after member-states realised it was impossible to achieve continental economic integration. Therefore, the OAU influenced the establishment of the East African Community (EAC), the Economic Community of West African States (ECOWAS) and the South African Development Community (SADC).

The OAU promoted and encouraged economic development within Africa. The

body established the African development bank (ADB) with its headquarters in Abidjan Ivory Coast. The OAU also influenced the establishment of the Arab bank for African Development. These banks extended loans for development programs to African states with the lowest interest rates, aiming at discouraging borrowing from the western world.

The OAU put more effort to reviving and promoting African culture as well as social integration. The organization encouraged African cultural festivals like the 1973 festivals in Nigeria; other festivals were held in states like Egypt. The organisation also encouraged games and sports on the continent through the all-African games like those South Africa hosted in 1999.

Through the education and cultural commission, African literature and languages were encouraged. A language bureau was put in place with its headquarters in Kampala, Uganda, through which leading languages like Hausa, Kiswahili and Arabic were promoted. Assistance was also given to African writers like Ngugi Wa Thiong'o, Chinua Achebe and Wole Soyinka.

The body courageously intervened and condemned civil wars and separatist (secessionist) movements on the continent. She intervened and succeeded in preventing the disintegration of Congo in 1963 during the Katanga crisis (1960-63) and in Nigeria during the Biafra war (1967-70). The OAU succeeded in ending the Mozambican civil war (1977-94) and tried to solve the civil wars in Sudan, Chad, Somalia and Uganda.

The Organisation of African Unity tried and managed to handle the refugee problem on the continent. Through the commission for refugees, member-states tried to resettle internally displaced persons (IDPs) and refugees in their respective countries. In conjunction with the United Nations High Commission for Refugees (UNHCR), the OAU established a general fund to give relief support to displaced persons in Africa in terms of food, Medicine and shelter.

The continental organization encouraged observation and respect for human rights and democratic governance. Member-states agreed to oversee the respect for human rights through condemning oppressive and authoritarian regimes that promoted abuse of human rights and observed election processes on the continent. The OAU sent observers to South Africa during the 1994 general elections that led to the collapse of apartheid.

Consequently, the Organisation of African Unity went ahead to condemn dictatorial regimes in Nigeria under Sani Abacha, in the Central African Republic under Boukassa and Mengistu Haile Mariam's regime in Ethiopia. Such regimes especially of Mengistu were internationally recognized despots who tarnished the African image.

The OAU tried and managed to maintain peace on the continent. Through noble men like Mandela, the OAU mediated between warring parties who included the government of Burundi and the opposition rebel group in 1998. The body also encouraged talks between blacks and the apartheid regime in South Africa. Member-states would also contribute peace forces to oversee peace and security in countries experiencing insurgency. The OAU influenced Zimbabwe, Uganda, Rwanda and Angola to send troops to DRC during the civil strife in 1999.

The body encouraged relations between Africa and Asia, and this consolidated the Afro-Asian solidarity. The two continents always stood together – during the UN General Assembly to condemn exploitation by the developed countries and the continued neo-colonial influence to both continents. The OAU also promoted trade relations between Africa and Asia. Asian countries India, China and Japan often gave assistance to Africa in form of finance, technical and technological knowledge and services.

Good and commendable work was witnessed in scientific research through the science and technological commission. The African medical research fund (AMREF) was established and worked with the World Medical Association and the World Bank to carry out research on African local herbs. The commission worked to eradicate some diseases on the continent such as the east-coast fever, rinderpest as well as dealing with the problem of locusts especially in central Africa through the East and Central Locust Association.

The Organisation of African Unity attempted to encourage infrastructural development in Africa. Through the African Development Bank (AFDB), funds were extended to member-states to improve on their infrastructure such as roads, harbours and railways. The body tried to establish a trans-Africa highway from Mombasa to Lagos. An attempt was also made to construct the north-south road from the Cape in South Africa to Cairo in Egypt.

The OAU called for and encouraged member-states to adopt the policy of non-alignment (positive neutrality) during the cold war politics of the super powers. The body discouraged member-states from allowing the establishment of military bases in their countries by either the USA or the USSR. The organisation therefore attempted to protect the continent from the super power ideologies.

The continental body ensured a harmonious relationship between the Arab North and the Sub Saharan Africa. This increased African benefits from the Arab League whose headquarters were situated in Cairo, Egypt.

The body continuously condemned the assassination of African leaders, which put many African governments in suspense. African leaders assassinated during the tenure of the OAU include Sankara of Burkina Faso, Samora Machel of Mozambique, Anwar Sadat of Egypt, Laurent Kabilo of Congo, among others.

## Task

- Compare the achievements of O.A.U with those of European Economic Community.
- Explain the achievements of O.A.U between 1963 – 2002

## Summary

The O.A.U came into existence on 25<sup>th</sup> May 1963 in Addis Ababa (Ethiopia) when 32 heads of state met and agreed to form it. Since then, it has registered both positive contributions in the social, political and economic well-being of Africans.

## Follow Up Activity

Make research on the following;

- i) The failures of O.A.U
- ii) The factors for the formation of African Union in 2002 and its achievements.

## TOPIC: Regional Economic Groupings and International Relations

### Sub-TOPIC: Neo – Colonialism in Africa

#### LESSON 12: Manifestations of Neo-Colonialism in Africa

By the end of this sub-topic you will be able to:

- i) give a definition of Neo – colonialism.
- ii) discuss the manifestations of Neo – colonialism in Africa.

#### Materials you need

Pen and a book/papers

#### Step 1: Introduction

Neo-colonialism refers to the indirect control of imperialistic countries over the under developed countries. It can also be defined as a situation where a country is economically, militarily, culturally and technologically dependent on another state for example United States of America France, Britain, China and Russia.

Under this system, African countries are independent only in name, flags, national anthems, emblems and boundaries (theoretical independence). According to Walter Rodney colonial countries left Africa using a front door but later came back using a back door.



#### What is Neocolonialism?

Intrusion of foreign economic domination, as well as military and political intervention, in states that have already achieved independence from colonial rule



FIG.1: Illustration of Neo-colonialism sources FIG.2: Illustration for evidences of neo-colonialism

## Step: Manifestations of Neo Colonialism in Africa

**Read the extract below on the manifestations of Neo colonialism in Africa and answer the tasks that follow:**

The giving of Foreign aid by rich states to African states manifests neo colonialism in Africa. Rich nations give aid in form donations, grants and loans to their former colonies through institutions like IMF (International Monitor Fund) World Bank (WB), United States Agency for International Development (USAID) among others, but these donations come with strings attached. For example, European countries normally sponsor agricultural projects with an aim of getting raw materials. Furthermore, loans come with high interest rates.

Use of foreign expatriates by African countries manifests neo colonialism in Africa. The rich donor states use their technical manpower to implement their financed projects in Africa. For example, they supervise the construction of roads, cultivation of desired cash crops, and extraction of minerals. This in turn leads to profit repatriation as they are paid a lot of money.

The presence of Multi-national companies and corporations also manifest neo colonialism in Africa. For example, Mobile telecom companies like Airtel and Orange, other companies like coca cola, shell and Barclays bank. These accumulate a lot of profits and also expand which makes African countries think that there is development yet in reality, these companies make abnormal profits and repatriate these profits to their home countries.

Use of foreign languages also is a manifestation of neo colonialism in Africa. This has been the case in most African countries where foreign languages are used as official languages in national state communications. For example, French, English, Portuguese and as a result, many African countries see their languages as inferior ones.

The Presence of white settlers in independent African countries manifests neo colonialism. Much as Africans fought with the aim of chasing whites out of their land, many are still living on African land. For example, in Zimbabwe, South Africa, Kenya and Namibia and to make matters worse, they occupy big chunks of land hence living Africans land less.

Technological dependence has also manifested neo colonialism in Africa. In pursuit to get raw materials for their home industries, colonial countries have resorted to sponsoring the agricultural sectors in Africa in form of providing tractors, fertilizers and sensitizing farmers in modern farming methods. In turn, much of agricultural products are taken to their countries. Further, more, when tractors breakdown, Africans wait for spare parts from foreign countries and also the chemicals used in form of pesticides and fertilizers come from these foreign countries hence technological dependence.

The presence of foreign religions manifest neo colonialism in Africa. The whites introduced foreign religions in form of Christianity such as Protestantism, Catholicism and Pentecostals which they take to be the right religions and calling African religions inferior and satanic. This has led to divisionism among Africans as they belong to different religious sects

The presence of foreign leisure and literature manifests neo colonialism in Africa. This

has been widely seen in independent states through novels, movies, magazines and sports that have led to violence and social immorality. These have made young Africans to become rebellious to their culture, music and sports in favours of western music, literature and leisure.

The presence of Western education that still exists in modern Africa also manifests neo colonialism in Africa. The present education syllabus was laid down during the colonial period and still prevails up to date. This kind of education encourages thinkers than creators since it is theoretical and not practical and any new syllabi innovation can be sponsored by rich countries still suiting their needs.

The Western types of political parties in Africa also manifests neo colonialism in Africa. These parties are sponsored by rich countries to spread western democracy. Through these parties, powerful nations have promoted divisionism among Africans as they subscribe to different political thoughts making it easy to control divided Africans.

The Sponsoring of military coups in Africa is also a manifestation of neo colonialism in Africa. Many countries suffer military overthrows and presidential assassinations and, in most cases, this work is master planned by rich nations like United Kingdom (UK), U.S.A and RUSIA as a way of gaining influence over African states.

The presence of non-government organizations also shows neo colonialism in Africa. For example, in times of crisis, rich nations use their NGOs like World Vision, Save the Children Fund, among others to provide charitable services such as shelter, clothes and food. By extending such help, it discourages hard work and innovativeness among Africans.

The use of foreign currencies in Africa is also a manifestation of neo colonialism. Foreign counties like UK and U.S.A give grants in their currencies like the British pound and US dollar which have a high exchange rate compared to African currencies. This keeps African countries poor as they gain less after converting these foreign currencies and they always have to be yearning for more in order to meet their financial demands.

## Task

- i) Examine the features of neo colonialism in Africa.
- ii) Explain the effects of neo – colonialism on Africa.

## Summary

Neo-colonialism in Africa has been evidenced in various forms such as social, political and economic nature in various countries in Africa. This has negatively affected African countries in terms of development which has kept them always to be beggars from foreign countries.

## Follow Up Activity

Make research on

- a) Non-Aligned Movement
- b) Military coups in Africa.

# Subject: European History

## TOPIC: The Eastern Question, 1815-1913

### LESSON 1: The Berlin Congress of 1878

By the end of this lesson, you should be able to:

- i) give the background of the Berlin congress of 1878
- ii) explain the events that led to the congress of Berlin of 1878.
- iii) assess the impact of the Berlin congress on Europe.

#### Step 1: Introduction

##### What was the Berlin congress of 1878?

This was a diplomatic meeting of major European powers at Berlin called and chaired by Otto von Bismarck of Germany between June 13 and July 13, 1878 to resolve the problems in the Balkan region following the Russo-Turkish war (war between Russia and Turkey).

It was attended by Britain, France, Italy, Austria, Russia, Ottoman Empire, Bulgaria and Germany. The congress ended with the signing of the Treaty of Berlin which replaced the Treaty of San Stefano between Russia and Turkey that led to the creation of the big Bulgaria which was largely regarded as a puppet of Russia. (picture of Berlin Congress 1878)



FIG.1: Congress of Berlin 1878

## Task

- i) Using any text book near you, outline the terms of the Treaty of San Stefano.

## Step 2: Events That Led to The Congress Berlin of 1878

**Read the text below about the events that led to the calling of the Berlin Congress of 1878, and answer the tasks that follow**

A number of events led to the calling of the Berlin Congress of 1878, the were largely events in Balkan peninsular as discussed below;

The outbreak of Slav rebellions in the Balkans against Turkish authorities in 1875 led to the calling of the Berlin congress. The revolts occurred in Bosnia-Herzegovina assisted by Serbia and Montenegro against Turkish mal-administration. The Ottomans ruthlessly suppressed the rebellion and massacred thousands of innocent people including children and women. This created hatred against the Ottoman especially in Russia. Russia intervened and declared war on Turkey, which scared European powers leading to the Berlin congress.

The Crimean War of 1854-1856 and the subsequent Paris Peace Treaty of 1856 led to the calling of the Berlin Congress of 1878. These two events dismissed or cancelled the Russian claims and gains in the Balkans. For example, Russia was restrained from protecting the holy places and the Christians living in the Ottoman Empire which greatly annoyed her. Therefore, since 1856 Russia always remained on the lookout for an opportunity to re-establish her influence in the Ottoman Empire. Russia's long-awaited opportunity emerged in 1875 when a number of nationalistic revolts broke out across the Balkan Peninsular which she supported to get independence from Turkey. This led to conflicts between Russia and countries like Britain, Austria-Hungary and Turkey, thus leading to the calling of the Berlin congress of 1878 so as to solve the above conflicts over the Balkans other than going to war.

The mistreatment of the Christians by the Sultan of Turkey also led to the calling the Berlin congress of 1878. The sultan of turkey had promised fair treatment of the Christian subjects by the Paris treaty of 1856. However, in the 1870s the Muslims of Turkey under **Sultan Abdul Hamid II** killed many Christians who were living in the Ottoman Empire. This forced Russia to intervene in the Balkan affairs so as to save the Christians from further persecution by the Muslims. This Russian intervention threatened the commercial interests of Britain in the Mediterranean region. This led to a conflict between Britain and Russia that had to be resolved at a European congress, thus leading to the calling of the Berlin Congress of 1878.

The declaration of Serbian independence led to the calling of the Berlin congress of 1878. Russia influenced other powers to grant semi – independence to Serbia in 1856 after the Crimean War and later full independence was granted in March 1878 through the San Stefano treaty of 1878. However, although Serbia was to enjoy independence, Russia was to take advantage of the assistance to Serbia to have the main influence in Serbia which threatened the economic and political interests of other countries especially Austria- Hungary which wanted to weaken Serbia. Therefore, the conflict between Russia and Austria – Hungary over Serbia's independence led to call-

ing of the Berlin Congress of 1878.

The completion of the unification of Germany in 1871 led to the calling of the Berlin congress of 1878. Prussia had defeated France at the end of the Franco – Prussian war and Bismarck who was the Chancellor of the new German empire had fears of the French taking revenge on Germany. This would have happened if France got friendship with any one of the conflicting countries in the Ottoman Empire especially if France gave military support to that country and in turn France would ask for the same. Bismarck therefore wanted to isolate France so as to maintain peace in Europe using the Berlin congress of 1878.

The collapse of the Austrian power in Europe was another factor for the calling of the Berlin congress of 1878. Austria had lost provinces in Italy and the German Confederation when Italy and Germany unified in 1870 and 1871 respectively. This forced her to turn to the Ottoman Empire especially to the Balkan Peninsula to get more territories. This led to a conflict between Austria-Hungary and Russia over Bosnia and Herzegovina because Russia wanted these Slav states to remain independent. Bismarck wanted this conflict to be resolved since he needed both powers as allies against France which he had defeated in 1871, hence the calling of the Berlin congress in 1878.

The Bulgarian Massacres of 1876 led to the calling of the Berlin Congress of 1878. In 1876, the Bulgarians staged a nationalist revolt against the Turkish bad rule. When this revolt broke out the Turkish Muslims under Sultan Abdul Hamid II entered Bulgaria and retaliated by killing thousands of Bulgarians in what came to be known as the **Bulgarian massacres of 1876**. Russia sympathized with the Bulgarians and therefore she intervened to save further massacres in the empire. This intervention attracted other powers like Britain who felt that their commercial interests were threatened. The conflict therefore had to be resolved in 1878.

The refusal by the Sultan of Turkey to implement reforms led to the calling of Berlin congress of 1878. He for example refused to grant independence to the Balkan states of Bosnia and Herzegovina. Therefore, the Berlin Congress of 1878 was aimed at forcing the Sultan to make the required reforms in the administration and grant religious freedom to all especially the Christian subjects.

The Russo – Turkish war of 1877 also partly led to the calling of the Berlin Congress of 1878. Russia attacked Turkey because of Turkey's mistreatment of the Christians. By the end of 1877, she had nearly defeated Turkey and occupied Adrianople and there was almost no obstacle hindering her advance to Constantinople, the heart of the empire. This alarmed Britain and Austria and they urged Russia to enter into an armistice with Turkey. This resulted into the San Stefano treaty of March 1878 which further worsened the conflicts between Russia and the Western Powers of Britain and Austria-Hungary especially after the creation of the state of Big Bulgaria under Russian influence. This led to the calling of an international congress at Berlin in 1878 so as to resolve the resolve the Balkan crisis.

The Treaty of **San Stefano of March 1878** led to the calling of the Berlin congress of 1878. At the height of the tension between the Balkan states of Montenegro, Serbia and Bulgaria and their master, the Ottoman Sultan in 1877, Russia intervened by supporting the Balkan nationalities to break away from the Ottoman Empire. By January 1878, Russia was about to capture Constantinople, the capital of the Ottoman Empire. This alarmed both Austria and Britain and they demanded that the Russia should stop

their advance and sign a peace treaty with Turkey. This resulted into the **San Stefano of March 1878**. This treaty increased the Russian influence on the Balkan Peninsula because it gave Russia the control of the state of "Big Bulgaria" which angered Britain. It also allowed the people in Bosnia and Herzegovina to administer their own affairs yet Austria-Hungary wanted to annex them thus annoying her. Therefore, the Berlin congress was summoned by Bismarck to revise the treaty of **San Stefano** and resolve the crisis.

## Task

- i) From the above text, analyse ways by which the Berlin Congress of 1878 solved the problems of the Ottoman Empire.

## Summary

Despite promoting European imperialism, at the expense of Balkan nationalism, the 1878 Berlin congress checked Russia in Balkans by revising the treaty of San Stefano of march 1878, and saved the Ottoman Empire from complete disintegration.

### Follow Up**Activity**:

Research on the following and write down notes;

1. The Terms of the Berlin Congress of 1878.
2. Assess the impact of the Berlin on Europe.

**STAY SAFE, ALWAYS WASH YOUR HANDS**

## TOPIC: The Balkan Wars 1912-1913

### LESSON 2: The Causes of the Balkan Wars

By the end of this lesson, you should be able to:

- give the background for the outbreak of the Balkan wars of 1912-1913.
- explain the causes and effects of the Balkan wars.

### Step 1: Introduction

In the previous lesson, you studied the events for the calling of the Berlin Congress of 1878, and one of the major reasons for its summoning was to solve the Balkan crisis. However, this Congress failed to solve it and instead suffocated the Balkan nationalism by putting the Balkan provinces of Bosnia and Herzegovina under the control of Austria which led to anti-Austrian feelings in Serbia and Montenegro.

#### What were the Balkan wars?

The Balkan wars were two conflicts that took place in the Balkan peninsula in south Eastern Europe in 1912 and 1913. The first Balkan war was fought by an alliance of Balkan states of Bulgaria, Greece, Montenegro and Serbia against the Ottoman empire. It ended with the defeat of the Ottoman Empire and the signing of the Treaty of London. In the second Balkan war, Bulgaria fought against an alliance of Greece, Montenegro, Serbia, Romania, and the Ottoman Empire. This ended with the defeat of Bulgaria and the signing of the Treaty of Bucharest. Below, see the map showing the Balkan states in 1912.



FIG.1 A map showing the Balkan peninsula between 1912 - 1913

## Step 2: Causes of The Balkan Wars

In the text below are causes of the Balkan wars of 1912-1913, read them carefully, to enable you do the task that follow;

The formation of military alliances among the various Christian Balkan states (Balkan League) encouraged the Balkan states to declare war against the Ottoman Empire in 1912. The Balkan states joined forces to free members of their respective nationalities from the Ottoman rule.

The desire to liberate ethnic Slav populations from Turkish rule led to the outbreak of Balkan wars. The Greek and Bulgars of Macedonia and the Albanians were still under Turkish rule. The districts of Bosnia and Herzegovina containing a million Serbs were under the Turkirule. In 1912, Montenegro, Bulgaria, Greece and Serbia declared war against Ottoman Empire to achieve this purpose.

The outbreak of the Idalou-Turkish war in 1911 for the possession of Tripoli (Libya) encouraged the Balkan Slav to attack the Ottoman Empire to increase their territory at the Turkish expense. The Italian military victory over the Turks in North Africa encouraged the Balkan states to wage war against the Turks hoping to win the war just like the Italians had recently done.

The militarism in Balkan states led to the Balkan wars. The Balkan states especially Serbia, Greece had built up large military forces, received large amounts of national budgets. These states viewed the possibility of war with the Ottoman Empire as an opportunity to test the strength of their armies and the newly acquired weapons. The weakness of the Ottoman Empire encouraged the Balkan states to fight it. The Ottoman military was still weak and most of the Army's best battalions had been transferred to Yemen to suppress the rebellion there in 1912, therefore the Ottoman forces were badly equipped.

The rise of Balkan nationalism caused the Balkan wars. The strong desire to achieve national unity (Pan-Slavism) encouraged the Balkan states of Serbia, Bulgaria, Montenegro, to fight the Ottoman conquerors and chase them from European territories.

The desire to overturn the Berlin settlement of 1878 caused the Balkan wars. The Congress of Berlin of 1878 frustrated the national aspirations of the Balkan states for example it returned Macedonia to direct rule of the Sultan which frustrated Bulgarian nationalism. It recognized the independence of a slightly smaller Serbia and denied Montenegro of northern Albania.

The success of the Italians and Germans in attaining national unity and independence encouraged the Balkan states to fight against the Ottoman Empire. The wars of unification of Italians and Germans served as examples to the Balkan states to follow to achieve unity thus causing the Balkan wars.

The success of the Young Turks movement led to the outbreak of the Balkan wars, The Young Turks carried out a policy of Turkification (assimilation) of Christians under their control in the Ottoman Empire and carried out massive killing of Christians in Macedonia. The massive killing of the Christians by the Young Turks made the Balkan states to fight Turkey (Ottoman Empire).

The annexation of Bosnia-Herzegovina by Austria-Hungary in 1908 annoyed the Serbs and Montenegrins as a setback to their national unity. This made Serbia to focus their expansion attentions to the south especially in the province of Kosovo, and others in order to create a 'Greater Serbia'.

The influence of foreign powers led to the outbreak of Balkan wars. Russia secretly encouraged Serbia and Bulgaria to conclude a military alliance to fight the Ottoman Empire. Russia encouraged the formation of the Balkan league to frustrate Austrian expansion in Balkans and speed up the disintegration of the Ottoman Empire.

The dispute between Bulgaria and Serbia over Macedonia caused the second Balkan war. As soon as the Balkan states won the war, they began to fight among themselves over the land they had gained from Turkey (Ottoman Empire). The Bulgarians claimed part of Macedonia which the Serbians refused to give up. Bulgaria hence declared war on Serbia leading to the second Balkan war. Serbia was joined by Montenegro, Greece, Rumania and Turkey also attacked Bulgaria.

### Task

From the above, discuss the extent to which the weaknesses of the Ottoman Empire led to the outbreak of the Balkan wars.

### Summary

The Balkan wars led to the rise of Slav nationalism which later contributed to the outbreak of world war I in 1914. The wars increased Serbian determination to annex parts of Austria-Hungary especially Bosnia-Herzegovina, which led to the Austro-Serbian rivalry that resulted into the double murder of the Archduke and his wife, that sparked off world war I.

### Follow Up **Activity**

Make research on the effects of the Balkan wars and write them down in your notebook.

**Stay Safe. Always Wash Your Hands**

## TOPIC: World War One 1914-1918

### LESSON3: Causes of World War One of 1914-1918

By the end of this lesson you should be able to:

- i) give the background of World War I.
- ii) explain the causes of World War I.

### Step 1: Introduction

In the previous lesson you studied the causes and effects of the Balkan wars of 1912-1913. Among the effects, these wars led to the rise of Balkan nationalism which partly laid a foundation for the occurrence of World war I in 1914. Now in this lesson you are going to study the causes of World War I.

#### What was World War I?

In Lower Secondary, you studied about World War I. This was a military conflict that was fought by Britain, France, Russia, and their allies like USA, Belgium, Serbia, Japan, Italy and Romania on one hand against Germany, Austria-Hungary and their allies like Bulgaria, Turkey on the other side. The war was sparked off by the assassination of Arch Duke Franz Ferdinand (the heir to the Austrian throne) and his wife Sophie by a Bosnian student in 1914 as they paid a state visit to Sarajevo, the capital of Bosnia. The war went on up to 1918 when Germany and her allies were defeated by the Allied or Triple Entente Powers.



FIG.1: An impression of the Alliance System

## Step 2: The causes of World War I 1914-1918

Read the text below about the causes of World War I, and answer the tasks that follow

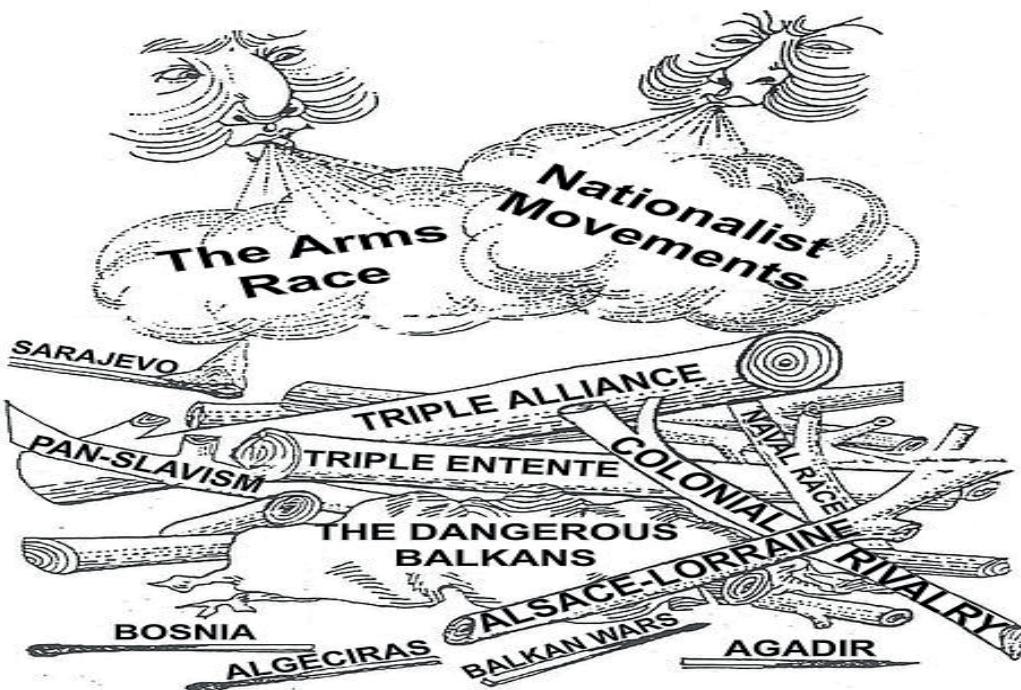


FIG.2 An illustration of the causes of world war I

**Imperialism** contributed the outbreak of World War I in 1914. Imperialism refers to the attempt made by powerful European countries to colonize or control the small and weak states of Asia and Africa at their own expense in the second half of the 19<sup>th</sup> century. It was a factor of cultural, political and economic domination of colonies by the European countries and therefore imperialism led to the struggle for colonies in Africa, Asia and the Pacific by the European powers which contributed to colonial rivalries or conflicts like Anglo-Germany rivalry, Franco-Germany rivalry and others. Such conflicts were shifted from the colonies to Europe, thus leading to World War I by 1914.

Economic imperialism, which was the most important, was prompted by the industrial revolution in Europe. The European countries conflicted because they needed the colonies to get new markets, raw materials and new areas for investment at any cost and this led to World War I in 1914. For example, France and Germany conflicted over Morocco as Germany wanted to occupy Morocco which was French colony. This therefore led to the **Moroccan Crisis of 1905 – 1911**. The Moroccan crisis was characterized by two heated incidents or military confrontations – the **Tangier incident 1905** and the **Agadir crisis or incident of 1911** in which Germany challenged the French presence in Morocco.

Britain was also antagonized by Germany in South Africa when Germany supported the defeat of the British by Paul Kruger, the leader of the Boer republic of Transvaal in 1895. In that year, Britain which had raided the Boer Republic in the famous Jameson raid was defeated by the Boers. The German Kaiser – William II sent a telegram to the Boer President – Paul Kruger (the **Kruger Telegram of 1895**) congratulating him for

the job well done. This was interpreted as open provocation for war.

Britain also clashed or conflicted with Germany over the proposed construction of the **Berlin-Baghdad railway** by Germany which threatened the British commercial interests in the Middle East.

The **alliance system** also led to the outbreak of World War I in 1914. The alliance system was initiated by Bismarck of Germany after the defeat of France in the Franco-Prussian war of 1870-1871 in an attempt to **isolate France and maintain peace in Europe**. The system included alliances like the **League of the Three Emperors** i.e. Germany, Austria-Hungary and Russia, the **Dual Alliance of 1879** of Germany and Austria-Hungary and the **Triple Alliance of 1882** with Germany, Italy and Austria-Hungary as the members. France also managed to end her isolation by forming its own system of alliances. For example, there was the **Franco-Russian Alliance of 1894**. Britain also signed the **Anglo-Japanese Alliance of 1902** to secure her interests in the Far East. Also, in 1904 Britain signed the **Anglo-French treaty or Entente Cordiale** and in 1907 the **Triple Entente** comprising of France, Russia and Britain was formed and it stood against the Triple Alliance of 1882. The alliance system led to the outbreak of World War I in 1914 in the following ways;

It divided Europe into two hostile camps which eventually led to the outbreak of World War I in 1914. There was the Triple Alliance or the German camp of Germany, Austria-Hungary and Italy which stood against the Triple Entente or the French camp of France, Britain and Russia. The presence of these two hostile camps created suspicion and tension or fear among the Great powers of Europe which eventually led to World War I by 1914.

It made the smaller powers to feel strong enough to carry out aggressive or provocative acts against the Great Powers which eventually sparked off World War I by 1914. This was because it gave protection to even weaker and smaller nations which would have feared creating conflicts with the big powers. For example, Serbia supported by Russia was able to ignore the Austrian ultimatum or order following the assassination of Arch Duke Ferdinand and his wife in 1914 which sparked off World War I. Also, Austria supported by Germany did not respect Serbia's independence and this eventually led to World War I.

**Nationalism** also led to the outbreak of World War I in 1914. Nationalism is the strong feeling for one's nation and a desire for self-determination or independence. It also meant the desire by the independent states to become dominant and protect their national goals or interests. The outbreak of World War I was driven by the high spirit of nationalism in Europe in the following ways;

Nationalism prompted the struggle for colonies by the major powers in Africa and Asia. This led to competition or rivalry among the Great Powers that eventually led to the outbreak of World War I. For example, Russia conflicted with Austria - Hungary in the Balkans especially over Bosnia and Herzegovina. Germany also conflicted with France in North Africa especially over Morocco. This struggle between the major powers for colonies with no doubt caused war in 1914.

Nationalism also intensified the arms race in Europe. A strong spirit of nationalism encouraged European powers to manufacture dangerous weapons and also to create large armies so as to defend themselves against their rivals as well as to achieve other national interests. For example, under Kaiser William II, Germany wanted to become

a world power by creating a large empire in Europe to include Denmark, Poland and Switzerland. She therefore created a strong navy to achieve this objective. This resulted into the arms race (militarism) between Germany and other powers like Britain, France and Russia which made World War I inevitable by 1914.

Nationalism increased the press propaganda in Europe. The newspapers in the various European countries were used to promote national feelings or sentiments. For example, the newspapers in France were used to advocate for a war of revenge against Germany so as to restore France's national prestige. Similarly, the German newspapers advocated for the creation of a strong Germany that would dominate the whole of Europe. This press propaganda increased enmity among the European powers which eventually sparked off World War I by 1914.

Nationalism made France to develop a spirit of revenge against Germany. Because of the desire to restore her past national prestige or glory (nationalism), France was willing to revenge on Germany which had humiliated her in 1871 and also to regain her lost territories of Alsace and Lorraine. This spirit of revenge made France to enter the war in 1914 against Germany which made World War I inevitable. Similarly, the fear of France's revenge on Germany made Bismarck to start a system of alliances so as to isolate France in Europe which eventually caused World War I by 1914.

## To what extent did nationalism contribute to the outbreak of World War 1?

**Intense Slav nationalism** created conflicts and a desire for independence in the Balkans which led to the outbreak of World War I. By 1914, a movement to unite all the Slav people had emerged in Eastern Europe. This movement wanted to unite the Slav people of Austria-Hungary, Montenegro, Serbia, Bosnia, Herzegovina and Turkey. This movement was known as the **Pan-Slav movement**. Serbia was the leader of this movement and it wanted to create a large state of Slavs that was to be known as **YUGOSLAVIA**.

It worsened the relationship between Serbia and Austria due to the Austrian annexation of Bosnia and Herzegovina in **1908**. It also caused conflicts between Austria and Russia who was sympathizer of Slav nationalism because she had Slav people in her empire. Hence Russia became more friendly to Serbia and supported the move by Serbia to take over the above states from Austria-Hungary. This led to World War I because when Austria declared war on Serbia in 1914, Russia also mobilized her troops and entered war to save the Slav state of Serbia.

It also led to the murder of Archduke Franz Ferdinand and his wife in 1914 which sparked off World War I. Because of the Austrian annexation of Bosnia and Herzegovina, Serbia formed a secret society to encourage the spread of anti-Austrian propaganda in the two states in order to stop Austrian control in these states. In 1914, a Serbian student who lived in Bosnia and was a member of this secret society murdered the Austrian prince and his wife and the responsibility was put on Serbia which forced Austria to declare war on Serbia, hence sparking off World War I.

## To what extent did nationalism contribute to the outbreak of World War 1?

**The arms race or militarism** also contributed to the outbreak of World War I in 1914. The arms race was the competition among European powers in the manufacture

of deadly weapons or arms. This stiff competition began between Britain and Germany. Bismarck had been very careful not to antagonize or challenge Britain at the Sea. However, in 1900 Germany issued a **Navy Law** which clearly stated that she was building a **battle fleet** to challenge Britain at sea. This scared and annoyed the British government and the public.

In reaction, Britain started building larger, faster and more heavily armed battleships in order to meet the German challenge at the Sea. These battle ships were known as **DREADNOUGHTS**. When the Germans got information, they duplicated the British Dreadnoughts and this increased tension between the two countries. Both countries continued to build more Dreadnoughts as a way of military preparedness for war and by 1914, this led to the outbreak of World War I

**The aggressive character (policies) of Kaiser William II of Germany** led to the outbreak of World War I. He had aggressive or unfriendly policies that provoked other European countries into war, hence leading to the outbreak of World War I in 1914 in the following ways;

Kaiser William II led to the collapse of international diplomacy in Europe which eventually led to the outbreak of World War I in 1914. For example, he was responsible for the failure of the **Disarmament** conferences at **Hague in Netherlands in 1899 and 1907**. These conferences had been held to reduce the arms race in Europe but Kaiser William II was not willing to reduce the German naval strength as demanded by the other powers. This eventually increased the arms race or militarism in Europe which led to the outbreak of World War I in 1914

He also promised support to Austria following the murder of Archduke Franz Ferdinand in 1914 caused World War I. He sent a **Blank Cheque** to Austria by which he promised unlimited support to Austria against her enemies like Serbia and Russia. This gave Austria confidence to declare war on Serbia in 1914, thus sparking off World War I.

Kaiser William II messed up or mismanaged Bismarck's alliance system which eventually led to World War I. Otto Von Bismarck who initiated the alliance system had managed to utilize it to maintain peace in Europe up to 1890 when he left office. However, due to Kaiser William II's aggressive character, the system was mismanaged and therefore could not be used as an instrument of peace. For example, he made a mistake when he refused to renew the re-insurance treaty of 1887 with Russia. This forced Russia to join France and Britain, thus leading to the formation of the Triple Entente of 1907. As a result, France was no longer isolated which inspired her to revenge on Germany in 1914

**The double murder of Archduke or Prince Franz Ferdinand and his wife Sophie** sparked off World War I. On **28<sup>th</sup> June 1914**, the Austrian Prince Arch Duke Franz Ferdinand and his wife were killed in **Sarajevo**, the capital of Bosnia. They were killed by a Serbian student or nationalist known as **Princip Gavril** who lived in Bosnia. Arch Duke Ferdinand was expected to be the successor to the Austrian throne since Emperor Francis Josef was very old and was expected to die any time. The murder was plotted or organized in the Serbian capital city of **Belgrade** by the **Black Hand** – a terrorist movement sponsored by Serbia. On **23<sup>rd</sup> July 1914**, Austria-Hungary sent an **ultimatum** or order to Serbia demanding acceptance within **48 hours** and this ultimatum was framed in the hope of refusal on the part of Serbia.

Therefore, on 28<sup>th</sup> of July 1914, Austria-Hungary declared war on Serbia. Germany then warned Britain, France and Russia not to intervene but Russia mobilized troops to save her ally Serbia and therefore Germany declared war on Russia.

Germany also demanded that France should give **guarantee of her neutrality** in this war and France refused. Therefore, on 3<sup>rd</sup> of August 1914 Germany declared war on France. Germany then decided to invade France through Belgium which was under Britain as a short cut. Britain sent an ultimatum or order to Germany demanding the respect of Belgium's neutrality and independence which Germany refused. Therefore, on 4<sup>th</sup> August 1914 Britain declared war on Germany and World War I had started.

As the war progressed, it spread from Europe and involved America and the Asian countries such that it was no longer a European but a World War.

### Task

In your opinion, which of the above factors largely led to the outbreak of the World war of 1914-1918? Give reasons to support your opinion.

### Summary

The outbreak of World War I was a combination of a number of factors as analysed above, although the double murder of the Archduke Franz Ferdinand and his wife sparked off this war.

### Follow Up Activity

- i) Make research on World War I.
- ii) Write down the effects of World war I on Europe.

## TOPIC: World War I

### LESSON4: The Terms of the Versailles Peace Treaty - 1919

By the end of this lesson, you should be able to;

- i) give a background for the signing of the Versailles peace Treaty of 1919
- ii) describe the terms of the Versailles peace Treaty of 1919.

### Step 1: Introduction

#### Background

In the previous lesson, you studied the causes of World War I of 1919. This war ended with the defeat of Germany and her allies by the Triple Entente members (Britain and her allies). After the end of war, the Victor powers called a peace conference in the capital of France, Paris known as the **Paris Conference of 1919** to determine the fate of the defeated powers. These powers included USA, Britain, France, Italy, Japan and other associated allies.

The peace conference started in **January 1919** in the different palaces of Paris and went on for six months until **June 1919**. Thirty-two (32) countries attended this conference but the defeated nations like Germany were not invited to participate in the discussions. Instead, the major decisions were made by the three most important leaders of the victorious powers who included President **Woodrow Wilson** of USA, **David Lloyd George** - the Prime Minister of Britain as well as **George Clemenceau** who was the Prime Minister of France. Prime Minister Orlando of Italy was also in attendance. After long difficult negotiations, the major allied powers agreed on peace terms to impose on defeated powers historically referred to as the Versailles peace settlement or Treaty of Versailles.

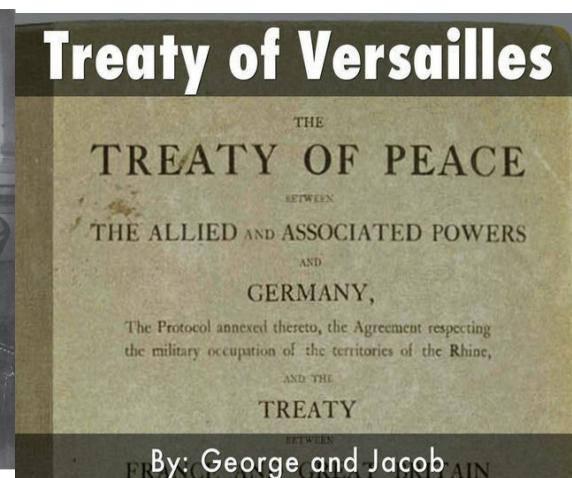


FIG.1: World leaders during the treaty of Versailles FIG.2: A portrait of Versailles Treaty

## Step 2: The Versailles Settlement

**Read the following text about the various treaties of the Versailles settlement and answer the tasks that follow**

Also known as the Treaty of Versailles or the Paris peace settlements referred to a series of peace treaties signed after world I between the defeated powers and allied powers. These five treaties were discussed during the Paris peace conference and were; the Versailles Treaty with Germany (1919), Treaty of St. Germain with Austria (1919), Treaty of Neuilly with Bulgaria (1919), Treaty of Trianon with Hungary (1920), and the Treaty of Sevres with Turkey (1920).

To conclude the Paris Conference, the Allied powers of Britain, France, USA and Italy pushed their differences aside, and signed the **Treaty of Versailles with Germany** on **28<sup>th</sup> June 1919**. This treaty was signed in the Hall of Mirrors from where the newly created German Empire was declared in 1871 following a successful war against France and the associated humiliation of France. It now symbolized a national catastrophe for Germany. The fate of Germany as a defeated nation had therefore been sealed at Versailles Palace.

**NOTE:** The Versailles Peace Treaty of 1919 was signed between the Allies and Germany and therefore it concerned only Germany. However, the Allies signed other subsidiary treaties with other defeated nations between 1919 and 1923. These included;

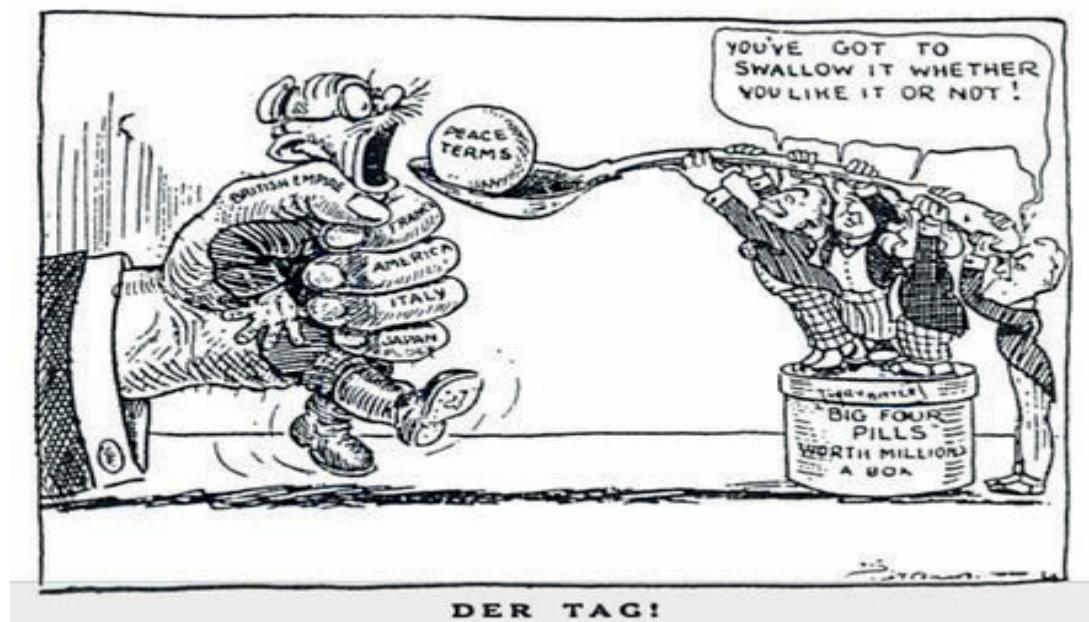


FIG.3: An impression of Terms of the Versailles Treaty imposed on the defeated powers.

### The Treaty of St. Germain with Austria of 1919

This was signed between Austria and the victorious powers on 10 september 1919. By its terms;

- i) It separated Austria from Hungary and confirmed that Austria was no longer a leading power in the union.

- ii) Austria's territories of Bosnia and Herzegovina and Croatia were declared into a new state called Yugoslavia which also included the former kingdom of Serbia)
- iii) Austria lost Bohemia and Moravia became the new state of Czechoslovakia.
- iv) Austria lost south Tyrol, Trentino, Trieste to Italy
- v) Her army was restricted to only 30,000 men
- vi) She was forbidden to ever unite with Germany
- vii) Austria suffered severe economic problems after the war as much of its industry went to Czechoslovakia and her population was reduced from 22 millions to 6.5 million people.

### **The Treaty of Neuilly of November 1919 with Bulgaria**

This treaty dealt with Bulgaria and allied powers on 27th November 1919. Bulgaria had played a relatively smaller part in the war compared to other nations and this is why she was treated less harshly. By its terms;

- i) She lost lands to Greece, Romania and Yugoslavia and its access to the Mediterranean Sea.
- ii) She was to limit her armed forces to only 20,000 soldiers
- iii) Had to pay a war indemnity (fine) of 100 million pounds.

### **The Treaty of Trianon with Hungary of 1920**

This was signed between Hungary and was signed on June 4, 1920. Like the treaty of St. Germain, the treaty of Trianon involved the transfer of territories. By its terms;

- i) The territory of Transylvania was transferred to the state of Romania
- ii) Hungary lost Slovakia and Ruthenia were transferred to new state of Czechoslovakia.
- iii) Hungary lost Slovenia and part of Croatia was added to Yugoslavia.
- iv) Hungary had to pay war reparations to allied powers although the amount was never set.

### **The Treaty of Sevres with Turkey of 1920**

This was the last of the treaties to be arranged by the victorious nations. It was signed between Turkey and the allied powers in August 1920. By its terms;

- i) Turkey lost the territory of Smyrna to Greece
- ii) Syria and Lebanon were declared a mandate territory under the French and Palestine, Iraq Transjordan became British mandates.
- iii) Navigation on Dardanelles and Bosphorus was internationalized.

However, the loss of so much territory to Greece led to rise of Turkish nationalism led by Mustafa Kemal and rejected the Treaty. The treaty was

revised by the Treaty of Lausanne in 1923.

## Task 1

From the above extract, how did the Versailles Settlement affect the Triple alliance members (Defeated powers)? Write these effects in your notebook.

### Step 3: The Major Terms of the Versailles Peace Treaty of 1919

**Read the extract on the major terms of the Versailles peace treaty of 1919 and attempt the task that follow;**

The Versailles Peace Treaty of 1919 had about 400 Articles which were generally unfair to Germany and below are some of the major ones;

There was the War Guilt Clause (Article 231). By this clause or term, the Allied powers entirely blamed Germany for causing World War I. This was unfair to Germany because she was accused of a crime committed by all the Great Powers that had fought in World War I.

**The territorial Adjustment clause.** By this clause, Germany was forced to lose her territories in Europe. For example, the German Province of East Prussia was cut off from the rest of Germany through the creation of a **Polish Corridor**. The purpose of this corridor was to give the newly created Polish state an outlet to the Baltic Sea for security reasons. Poland was also given part of Posen. Therefore, Poland had been strengthened at the expense of Germany which annoyed the Germans. Alsace and Lorraine were also returned to France. Germany also lost Memel to Lithuania, Eupen and Melmedy to Belgium and Schleswig to Denmark. This weakened her politically and also crippled her economy. Similarly, the German **Port of Dazing** was also declared a "free city" by the principal allied powers and would be placed under the League of Nations. Also, the German territory to the west of the Rhine was to be occupied by **Allied Troops** for fifteen years. This was therefore a great humiliation to Germany.

**The Reparation (Compensation) Clause.** By this clause, Germany was to compensate the Allied Powers for all the damages (human and material) caused during World War I. Germany therefore had to pay reparations (war fine) to the Allied Powers. The exact figure was not agreed till 1921 when it was set at 6,600 million pounds. This amount was too big for a country that had just been at war and therefore it made the Germans bitter. In addition, as compensation for the damage of the Coal mines in the North East of France, and as part payment of the total reparations due, Germany gave to France the Coal mines of the Saar region. After fifteen years, the inhabitants of this area would be asked to decide under which government they wished to be placed. The annexation of this region further created bitterness among the Germans.

**The Disarmament clause** was another unfair term to Germany because it reduced her military power. The German army and navy were reduced to a minimum and conscription was abolished for example Germany was required to abolish compulsory military services and the soldiers therefore had to be volunteers. She was also forced to surrender nearly all her war fleet, to have no air force and to keep a smaller army of only 100,000 men. She was also to have no tank, armoured vehicles, submarines or

aircrafts. The German navy was also limited to only six small battleships and the naval personnel not to exceed 15,000 sailors. In addition, the Rhineland became a demilitarized zone i.e. Germany was to demilitarize all that territory on the left bank of the Rhine River and also that of the right bank to a depth of 50 kilometres (31 miles). The Rhineland was a border area between Germany and France. This was therefore done for the sake of protecting France from the German aggression.

**The Decolonization Clause.** According to this Clause, Germany surrendered to the Allied Powers all her rights over her overseas colonies. These were declared mandate colonies to be later administered on behalf of the League of Nations. For example, for example, South West Africa (Namibia) went to South Africa, Tanganyika and part of Cameroon to Britain, Rwanda to Belgium and Togoland to France. Thus, Germany lost her colonial empire through the Versailles Peace Treaty of 1919.

## Task

- i) According to the above terms, was the Versailles peace treaty fair to Germany and her allies? Give reasons to support your answer.
- ii) How did the terms of the Versailles Peace treaty benefit Britain and her allies?

## Summary

The above treaties were signed with defeated nations with an aim of bringing about lasting peace in Europe. However, these treaties did not promote reconciliation among the European and this led to future aggressions which resulted into the outbreak of World War II in 1939.

### Follow Up **Activity**

Make research on the following and write your findings in your notebook.

- i) Achievements of the Versailles Peace Treaty.
- ii) Reasons why German rejected the Versailles Treaty in 1919.

## TOPIC: The League of Nations of 1920-1939

**LESSON 5:** Achievements and Failures of the League of Nations  
 By the end of this lesson you should be able to:

- i) explain the origin of the League of Nations.
- ii) discuss the objectives of the League of Nations.
- iii) identify the Organs of the League of Nations.

### Step 1: Introduction

In the previous lesson, you studied about the terms of the Versailles Peace treaty, and among them was the formation of an organization charged with maintaining peace and settling disputes among nations after World War I. This was known as the League of Nations.

#### What was the League of Nations?

The League of Nations was an international organization that was formed on 10<sup>th</sup> January 1920, with its headquarters at Geneva in Switzerland. The idea of forming the League of Nations was brought up by President **WOODROW WILSON** of USA during the Paris Peace Conference of 1919 and it was accepted by other leaders of the Victor Powers of World War I. At the start, the League of Nations had 42 member states but by 1926 when Germany was admitted, it had 55 members.



FIG.1 A photo showing the L.O.N meeting in 1936

The League of Nations had the following objectives to achieve;

- i) To maintain international peace (order)
- ii) To settle disputes between nations through arbitration
- iii) To guarantee or safe guard the sovereignty of the newly independent member

states

- iv) To promote international co-operation among the member states.
- v) To address international social and economic problems so as to improve social welfare of the masses in the member states
- vi) To effect disarmament of both victorious and defeated powers of World War I to the lowest level and check on re-armament by the aggressive powers
- vii) To administer the mandated territories such as Tanganyika, and Togoland,
- viii) To check on illicit trade and drug trafficking.

### Task

Using any related History textbook, write down the Organs of the League of Nations highlighting the function of each.

## Step 2: Achievements or Successes of the League of Nations

**In text below are the achievements of the League of Nations, read them carefully and attempt the tasks that follow;**

The League of Nations succeeded in increasing its membership. At the start, the League of Nations had 42 members but this number had increased to 55 states by 1930 following the admission of new members into the league. For example, Germany was admitted in 1926 and later Russia in 1934. By widening or increased its membership, the League of Nations was able to increase international co-operation which was one of its objectives.

It improved the conditions of the workers all over the world through the formation of the **International Labour Organization** (ILO). Through the ILO, the League of Nations persuaded governments to fix the maximum working hours, specify adequate minimum wage and introduce sickness and unemployment benefits as well as old age pensions to avoid the exploitation of the workers. Therefore, the ILO succeeded in addressing the workers' problems which was a major achievement of the League of Nations.

The League of Nations rehabilitated the European economies that had been destroyed by World War I. In the first four years of its operation, the League of Nations provided financial assistance or aid in form of loans to the war-torn countries of that had been devastated by World War I. These included like Austria, Hungary, Bulgaria and Greece among others. This financial assistance brought about rapid economic recovery in the above countries which helped them to overcome the adverse economic effects of World War I.

The League of Nations was instrumental in addressing the plight (suffering) of the refugees through the formation of the **Refugee Organization**. World War I created a problem of caring for and resettling of millions of displaced people or refugees. By 1934, the League of Nations had extended relief assistance to almost four million people in this category and majority of these refugees were Russians and Greeks. For example, it returned half a million people home and gave relief assistance to thousands of people fleeing the Nazi persecution in Germany. Similarly, the League of Nations settled the issue of the Prisoners of War that had been captured during the course of

World War I. For example, between 1920 and 1925, it successfully repatriated all the Prisoners of War to their mother countries and this was a major achievement.

It improved the health standards in Europe through the formation of the **World Health Organization (WHO)** in 1923. Through this agency, the League of Nations organized medical assistance and distribution of vaccines to combat the epidemics of Typhoid, Cholera, Dysentery, Malaria, Smallpox, Leprosy, heart disease and others which had swept across Europe before, during and after World War I. Important research was also carried out in various epidemic diseases and conferences were organized to improve on the health standards of the member states of the League of Nations. This was therefore an important achievement of the League of Nations.

The League of Nations succeeded in improving transport and communication among the member states. This was through the formation of the **Communication and Transport Organization** in 1920. This organization established guidelines like the **High way Code and other Maritime laws** that encouraged freedom of transport between states as well as free navigation on the international water ways. This was an important achievement especially in the direction of maintaining peace and stability in Europe after World War I.

It attempted to end the social evil of slavery which was rampant during the course of World War I through the formation of the **Slavery Commission** in 1924. This worked with Liberia to abolish inter-tribal slavery, succeeded in gaining the emancipation of 200000 slaves in Sierra Leone. Partly due to the pressure brought by the League of Nations, Afghanistan abolished slavery in 1923, Iraq in 1924, Nepal in 1926 among others. In addition, the League of Nations attempted to check or control human and drug trafficking in the world. It arrested the human and drug traffickers, destroyed drugs and even confiscated the human and drug trafficking ships. Through these measures, the problem of human and drug trafficking was lessened in the world after World War I.

The League of Nations reconciled Germany with other powers especially her former World War I enemies of Britain and France. This was through the signing of international treaties like **LOCARNO Treaties of 1925**. These were agreements negotiated at Locarno, Switzerland on **5<sup>th</sup> – 6<sup>th</sup> October 1925** and formally signed in London on **1<sup>st</sup> December 1925** in which Britain and France agreed to normalize their relations with the defeated Germany. This therefore restored friendship between Germany and her former enemies, thus promoting international diplomacy in Europe.

The League of Nations promoted international co-operation among the member states. This was through the famous **Kellogg Pact or Treaty of 1928** that was signed in the French capital of Paris. All the signatories to this pact renounced or outlawed war as an instrument of national policy. They therefore pledged themselves not to fight each other except in “self – defence”. This therefore promoted peace and international co-operation among the European powers which was an incredible achievement or success by the League of Nations.

The League of Nations succeeded in promoting human rights. It should be remembered that World War I had interfered with the freedom and rights of people in Europe. For example, during the course of the war, there was forceful conscription in countries like Britain, France and Germany as well as massive killing of people among other human rights violations. As a result, after World War I the League of Nations established the **International Court of Justice (I.C.J)** at Hague in 1921 to defend

human rights. By 1926, this court had settled 26 (twenty-six) cases related to human rights violation and by 1939 it had presided over 400 (four hundred) treaties aimed at promoting human rights in the member countries.

The League of Nations promoted education and intellectual co-operation among the member states. It set up the **Intellectual Organization or Committee** based in Paris through which League of Nations organized conferences and published materials in support of collective security where every member had the responsibility of ensuring disarmament. This committee which brought together intellectuals also published materials to arouse public opinion against war. Through the same agency or committee, the League of Nations promoted child welfare by checking on the trade in obscene literature. It also discouraged child labour as well as campaigning for good health and education for the children in the member states.

The League of Nations successfully administered the mandated territories through the **Mandates Commission** which it set up. These were the territories that were formerly under the control of Germany and Turkey but which were given to the victorious powers after World War I to administer them on behalf of the League of Nations. Such territories included Tanganyika, Cameroon, Togo, Namibia, Syria, Iraq and Iran. The Mandates Commission supervised the governments of these former German and Turkish colonies and used to make reports about how those former colonies were being administered and if a country that controlled the former colony was found practicing poor administration, the country would be forced to improve on the administration in the colony.

Similarly, the League of Nations succeeded in administering the **Saar region**. It should be remembered that the Saar region had been annexed by France from Germany at the end World War I as a compensation for the damages of the coal mines in the North East of France and also as part payment for the total reparations that Germany had to pay to the Allied Powers. This region was rich in coal and its annexation had created bitterness among the Germans. As a result, in 1935, the League of Nations organized a plebiscite or referendum and the people of this region voted for their return to Germany. Therefore, the League of Nations controlled events in the Saar region which was an important achievement.

The League of Nations succeeded in maintaining world peace in the 1920s which was one of its major objectives. It managed to settle conflicts or disputes that involved small states. Over forty political disputes were handled, some by the General Assembly and the Security Council of the League of Nations while others were handled by the International Court of Justice. The conflicts that were settled by the League Nations included the following among others;

In 1920, the League of Nations settled a dispute between Sweden and Finland over the **Aaland**. The two countries were claiming the Aaland which were islands in the Baltic Sea. The League of Nations ruled that the territory belonged to Finland and Sweden accepted the ruling and therefore the possibility of war between the two countries was avoided.

In 1921, the League of Nations settled a conflict between Germany and Poland over the ownership of **Upper Silesia** which was a rich territory on the boarder of the two countries. To avert war, the League of Nations divided Upper Silesia between Germany and Poland, leaving a greater part to Germany and both parties accepted the ruling which avoided the possibility of a war between the two countries.

In 1925 - 1926, the League of Nations settled a frontier or border dispute between **Greece and Bulgaria** in the Balkans. Because of the intervention of the League of Nations, Greece was forced to withdraw from the area and pay damages or fine to Bulgaria.

In 1926, the League of Nations settled a conflict between Turkey and Iraq over the oil rich **Mosul** province which Turkey had forcefully occupied yet it belonged to Iraq. The League of Nations decided or ruled in favour of Iraq and Turkey accepted the ruling.

In 1931, a dispute arose between Greece and Yugoslavia regarding the boundary of Albania. The possibility of war loomed so high but the League intervened in the matter and reconciled both parties by mutual discussion.

There was a dispute between Turkey and Iraq (ruled over by Great Britain) over the control of the Monsul area which was rich in oil on the Iraq-Turkish border. The two countries claimed the territory. In 1926 the League of Nations intervened and drew the boundary line giving a greater part of it to Iraq. Turkey protested but in vain.

The League of Nations successfully settled the conflict between Peru and Columbia over Leticia in South America. In 1922, Peru surrendered control of Leticia to Columbia. However, in 1933, Peru invaded Columbia and captured Leticia. The league set a commission of inquiry into the crisis. The commission investigated and recommended that Leticia should be handed over to Columbia. This was implemented and the matter permanently settled.

## Task

From the above extract, to what extent did the League of Nations achieve the aims of its founders?

## Summary

Despite setting up an international court of justice, settling disputes between Greece and Bulgaria, Turkey and Iran, Italy and Greece, granting independence to some states in the middle East and many others, the League of Nations failed to disarm all European powers and contain German aggression which later led to the outbreak of World War II in 1939.

### Follow Up **Activity**

Make research on the following and write in your note books

- i) The failures of the League of Nations
- ii) The challenges/Problems faced by the League of Nations between 1920-1939

## TOPIC: Post War Governments in Europe (1917-1939) and Communism Ideology

### LESSON 6: The Causes of Russian Revolutions 1917

By the end of this lesson, you should be able to:

- i) explain the background of the Russian Revolutions of 1917.
- ii) discuss the causes of 1917 Russian Revolutions.
- iii) give reasons for the success of the Russian Revolutions of 1917.

### Step 1: Introduction

In senior Five, you studied about revolutions, that is the 1789 French revolution as well 1830 and 1848 revolutions in Europe. You learnt that a revolution was a fundamental change that occurred in the political, social and economic aspects of where they occurred. But **what was the Russian Revolution of 1917?**

For quite a long time, Russia had been under the autocratic leadership of the Tsarist monarchy. It had been under different despotic kings, these included Alexander I, Nicholas I, Alexander II, Alexander III and in 1917 Russia was under Tsar Nicholas II. Therefore, the Russian revolution of 1917 was a sudden change in the social, political and economic organization of Russia that started in 1917. These revolutions were two, that is the one in February or March and the other one in October or November 1917. The one in **February or March 1917** led to the overthrow Tsar Nicholas II and collapse of **Tsardom** in Russia. What followed was the establishment of a **Provisional Government** of the Mensheviks led by Prince **Lvov** and **Kerensky** in July 1917. The revolution of **October or November 1917** led to the collapse or overthrow of the provisional government and brought in the **Bolsheviks** under the leadership of **Vladimir Lenin**. Both revolutions are historically referred to as the Russian revolutions.



FIG.1: A paint illustrating the revolution    FIG.2: Mass movement of the Russian revolution

## Step 2: The Causes of the Russian Revolutions of 1917

**Read the text below about the causes of the Russian revolutions and attempt the tasks that follow:**

The despotic and harsh nature of the Tsarist regime caused the Russian revolutions of 1917. The Tsars in Russia were dictators and never allowed any degree of democracy. For example, there was no constitution, no freedom of the press, association as well as no equality before the law. There was also no freedom of worship because the Protestants and Jews were persecuted while the Orthodox Church was given monopoly over the religious affairs of the Russians. By 1917, Tsar Nicholas II had refused any demand for reforms which generated discontent that sparked off revolutions.

The rise of socialist reformist or revolutionary parties like the **Bolsheviks** and **Mensheviks** led to the outbreak of the Russian revolutions of 1917. These political parties spread socialist ideas demanding for improvement in the general welfare of the masses which proved to be a solution to peoples' existing problems like unemployment. They therefore inspired the masses to rise up in 1917.

The negative effects of industrialization caused the Russian revolutions of 1917. Industrialization in Russia brought about problems like low pay, overcrowding in factories and poor ventilation among others. It also increased rural – urban migration which led to urban unemployment and the development of slums with poor sanitation and accommodation. Tsar Nicholas II failed to solve the above problems resulting from industrialization which caused discontent among the masses, thus sparking off the 1917 Russian revolution.

The weaknesses of Tsar Nicholas, king of Russia 1894-1917, contributed to the outbreak of the Russian revolutions of 1917. He was weak in character and therefore lacked the ability to solve the country's problems. He accepted to be under the influence of his wife the **Tsarina Alexandria** who poorly advised him against reforms in Russia. He was a dictator and therefore banned political parties and trade unions while the opponents of his regime were either imprisoned or exiled. He also censored the press and public meetings were controlled. He also established secret police known as the **Cheka Police** which was very brutal in suppressing the masses. He also failed to curb down corruption which was wide spread in his government. As a result, Tsar Nicholas II became very unpopular among the masses which finally caused a revolution in Russia by 1917.

### To what extent did the weaknesses of Tsar Nicholas II lead to the March 1917 revolution in Russia?

The negative influence of the **Tsarina Alexandria** led to the outbreak of the 1917 Russian revolutions. She was the wife of Tsar Nicholas II but she was very conservative. As a result, she always poorly advised the Tsar to introduce reforms that would have improved the conditions of the ordinary masses in Russia. This increased the unpopularity of the Tsarist government, thus forcing the masses to rise up in 1917.

The influence of **Rasputin** caused the Russian revolutions of 1917. He claimed to be a holy man or monk and a priest. Rasputin was unsympathetic to peoples' suffering yet he had a lot of influence on Tsar Nicholas II. He advised Tsar Nicholas II to refuse any demands for reforms like freedom of speech, worship and association. As a result of this negative influence, the masses decided to organize a revolution against both Tsar

Nicholas II and Rasputin in 1917.

The effects of the Russo – Japanese War of **1904 to 1905** led to the outbreak of the Russian revolutions of 1917. Following the Berlin Congress of 1878, Russian imperialism in the Balkans was checked. Consequently, Russia started expanding eastwards which brought her into war with Japan by 1904. This war was a disaster to Russia because she was defeated by Japan, leading to the death of many Russian soldiers as well as financial losses on top of losing the strategic Port Arthur to Japan. This increased internal opposition against the Tsarist regime of Nicholas II which finally sparked off a revolution by 1917.

The Russian policy of “**Russification**” of the conquered states caused the 1917 Russian revolutions. For example, the Tsarist government under Tsar Nicholas II imposed the Russian language on the people of Poland, Estonia, Latvia and Finland. This generated hatred against the Tsarist government, thus causing a revolution in Russia by 1917.

The land problem caused the Russian revolutions of 1917. By 1917, there was unequal distribution of land in Russia with most of the land owned by the aristocrats and the Orthodox Church. This left the peasants in Russia landless, hence forcing them to rise up in 1917 so as to bring about land reforms that would benefit the peasants.

**The negative effects of World War I of 1914 – 1918 on Russia** caused the Russian revolutions of 1917. This was a war that was fought between two hostile camps that is the Triple Entente powers and their allies led by France, Britain and Russia against the Triple Alliance or Central Powers led by Germany, Austria-Hungary, Bulgaria and Turkey. This war led to the death of many Russian soldiers at the battle front. The government also spent a lot of money to finance the war which caused economic problems at home. Tsar Nicholas II continued with the war despite opposition at home. As the war progressed, the soldiers were being forced into the war with poor and inefficient weapons plus lack of training. As a result, most of them died and those who survived deserted the army and joined the peasants in causing the revolution by 1917.

World War I also resulted into the destruction and occupation of the Ukraine Wheat fields by the German forces and this was a major source of food supply for Russia. This resulted into shortage of food and unemployment in Russia. All these problems forced the masses to rise up against the existing government of Tsar Nicholas II which had maintained a war policy.

**The impact of Natural disasters** caused the Russian revolutions of 1917. For example, since 1912 Russia was hit by bad weather with extreme winter which led to poor harvests and subsequently food shortages. This made the government unpopular, thus forcing the peasants to stage a revolt demanding for food and better standards of living by 1917.

The role of Lenin and the Bolsheviks party inspired the masses in Russia to rise up in 1917. Lenin drew the attention of the working class to their bad conditions. He was the leader of the Bolsheviks party which was advocating for socialism in Russia. He advocated for the improvement in the working conditions like better pay, improved factory conditions in the factories. He therefore offered leadership which was vital in making the 1917 Russian revolution inevitable.

The influence of the revolutionary ideologies from Western Europe inspired the Rus-

sians to rise up in 1917. Revolutions like the 1789 French revolution, the 1830 and 1848 revolutions in Western Europe spread ideologies like liberalism into the Russian society. Such ideologies criticized the despotic policies of the Tsarist regime in Russia, thus encouraging the masses to rise up in 1917.

**The weaknesses of the Russian parliament** caused the Russian revolutions of 1917. By 1917, Russia had a parliament which was known as the “**Duma**”. However, this parliament had several weaknesses. For example, it failed to bring about the desired reforms. Instead of pressing for reforms the Duma or parliament just co-operated with Tsar Nicholas II in oppressing the masses. This caused discontent which finally sparked a revolution by 1917.

The inadequate political and economic reforms introduced by Tsar Alexander II led to the outbreak of the Russian revolutions of 1917. He was the Tsar of Russia from **1855** to **1881** and during his regime he introduced many reforms like the “**Edict of emancipation**” of 1861 so as to liberate the serfs or peasants from their landlords, built schools and relaxed press censorship among other reforms. However, the reforms were inadequate. For example, the peasants or serfs did not enjoy real freedom and were denied secondary school education. This annoyed the peasants especially when Tsar Nicholas II continued with the same policy.

The impact of the “**Red or Bloody Sunday**” of **1905** led to the outbreak of the Russian revolutions of 1917. In January 1905, Father Gapon, a young priest and friend to the workers led a big crowd of people to the “**Winter Palace**” of Tsar Nicholas II in St. Petersburg. The demonstration by Father Gapon was peaceful and its purpose was to deliver a petition to the Tsar demanding for reforms like better pay for the workers as well as a reduction in the working hours. However, the royal troops, acting on the instructions of Tsar Nicholas II, blocked the demonstration and instead opened fire and many people were killed. This annoyed the masses and by 1917, it made a revolution inevitable.

The **grievances of the army and police** made the government unpopular among the soldiers. Tsar Nicholas II failed to improve the conditions of the army. As a result, there was poor pay as well as the continued death of the soldiers during World War I among other grievances. Consequently, there was a mutiny or rebellion of the **Cossacks** which was regarded by the Tsar as the more reliable supporters. This encouraged the rest of the masses to rise up against the Tsarist government.

The rise of **socialism** and **communism** in Russia increased the unpopularity of the Tsarist regime, thus leading to the outbreak of the 1917 Russian revolutions. These two economic ideologies advocated for the state ownership of property like land on behalf of the masses. They also advocated for the improvement in the conditions of the workers in the industries and factories. These ideologies therefore attracted the attention of the masses who were suffering under Tsar Nicholas II. As a result, they were inspired to join Lenin in 1917 to see that socialism or communism is established in Russia.

The support from the foreign or European powers contributed to the outbreak of the Russian revolutions of 1917. The European powers like Germany, Sweden and Switzerland provided funds, manpower and arms to the revolutionary leaders in Russia like Lenin and Trotsky. Such support inspired the Russians to rise up against the Tsarist regime in 1917.

The weaknesses of the **Provisional Government** led to the outbreak of the second revolution of **October 1917**. For example, the new leaders continued with fighting in World War I as Tsar Nicholas II had done. The leaders were also weak in their policies and they failed to solve the social and economic problems that had caused the March revolution like unemployment and food shortages. That is why in October 1917, Lenin and Josef Stalin organized a second revolution which overthrew the Provisional Government.

## Task

From the above extract, how far did the effects of World War I contribute to the outbreak of the Russian Revolution of 1917? Show your views in your notebook.

## Summary

The Russian revolutions of 1917 was a turning point in the history of Russia because it ended the despotic rule of Tsar Nicholas II, and led to the establishment of the first communist government in Russia and the world led by Lenin and Trotsky.

### Follow Up **Activity**

Make research on the following and write your findings in your note books

- i) The factors for the success of the Russian/Bolshevik Revolution in Russia.
- ii) The positive and negative effects of the Russian Revolutions.

## TOPIC: Post War Governments in Europe (1917-1939) and Communism Ideology

### LESSON 7: Factors for the Establishment of the Weimar Republic in Germany in 1919

By the end of this lesson you should be able to:

- i) explain the background to the Weimar Republic in Germany.
- ii) discuss the reasons for the establishment of the Weimar Republic.
- iii) assess the achievements of the Weimar Republic between 1919-1933.

### Step 1: Introduction – The Weimar Republic in Germany (1919 – 1933)

By the end of World War I in 1918, the Germany and all her allies had been defeated. Public opinion in Germany, however, blamed the defeat of their country on the German Emperor Kaiser William II and therefore, the popular feeling was that he should be overthrown. As a result of such feelings and also due to the inspiration from the 1917 Russian revolution, the **Social Democrats** in Germany organized a revolution in **November 1918**, which overthrew Kaiser William II and forced him into exile to Holland. Later in **February 1919**, the National Assembly (parliament) decided to meet in the German town of **Weimar** and proclaimed (declared) Germany a Republic with a new drafted constitution known as the **Weimar Constitution**. The Social Democratic Party leader **Friedrich Ebert** became the first President of this new Weimar Republican government. This government stayed in power until **January 1933** when President **Hindenburg** appointed Adolf Hitler as a Chancellor.



FIG.1: States of the Weimer republic

## Step 2: Factors for the Rise of the Weimar Republic

Read the extract below about the factors for the establishment of the Weimar Republic in 1919 and attempt the tasks that follow:

**The defeat of Germany in World War I** frustrated many German nationalists like Hitler who often remarked that Germany had not been defeated but simply betrayed by the incompetent Kaiser William II's government, and that Germany army was still strong enough to continue with the war. Subsequently, widespread discontent ensued in Germany, since the war had been so costly. Such Nationalists who supported war saw no justification to surrender. To this effect, people lost confidence in Kaiser William II's government, and pressed for the abolition of the monarchy and the establishment of a republic in Germany in 1918.

**The negative effects of World War I** also paved way for the rise of the Weimar Republic. Kaiser Williams II's government had channelled enormous resources into the war which drained state treasury and therefore undermined both Agricultural and industrial production. Besides, by 1918, the allied powers had destroyed Germany economy, industry, agricultural fields and even its human resources. Consequently, unemployment, inflation, famine and starvation escalated and soon provoked strikes and demonstrations across Berlin and other towns of Germany. The Germans became so frustrated by the despotic government of William and the hardships causing every reason for the establishment of a democratically elected government which they hoped could alleviate German misery and desperations, hence the Weimar republic.

**The rise of liberalism** led to the establishment of the Weimar Republic. It was also facilitated by the growth of liberalism in Germany. For example, even before German surrendered, several Germans advocated for a democratically elected Parliament and liberal constitution to safeguard their political liberties. The agitators of this type of government increasingly condemned the government Kaiser William II for lack of democratic institutions. It was also hoped that perhaps the new government would restore the internal political social and economic order since it would be the government of the people and not of absolute dictatorship.

**The abdication of Kaiser William II** and his subsequent movement to exile in Holland left a power vacuum which the opposition in Germany exploited to declare the Weimar republic. This came at the height of increased strikes, mutinies and demonstrations. For example, in October a mutiny occurred in German navy. Around the same time a series of violent demonstrations swept across Berlin. Besides, the socialists who had supported him to declare war in 1914 had also withdrawn from the government and while in the Reichstag (parliament) took the lead in demanding for his abdication. He finally succumbed to pressure and resigned on 9<sup>th</sup> November 1918 paving way for Ebert, a socialist to become the chancellor, hence the rise of the Weimar republic.

**The role of Russian revolution of 1917** led to the establishment of the Weimar Republic in Germany. The Germans were encouraged by the success of the Russian revolution of 1917 to overthrow Kaiser William II and establish the Weimar republic. The Russians under Lenin had successfully waged a communist revolution that overthrew the despotic and conservative Tsardom of Nicholas II and established a people's communist government in 1917. The Germans led by the socialist democrats (socialists) were therefore encouraged to that effect to dislodge the government of Kaiser William

11 in November 1918 and subsequently established a new Republic called the Weimar republic 1919.

**The need for constitutional rule in Germany** led to the establishment of the Weimar Republic. On the eve of World War, I, many Germans desired constitutional and democratic system of rule in Germany. They resented the despotic and conservative embodiment of monarchism which dominated the German empire especially from 1870. E.g., they desired an elected government, as opposed to hereditary monarchical government of the emperors. They also wanted an elected parliament as opposed to the one influenced by the king and his chancellor. They also wanted individual liberties such as the freedom of press and association, freedom of worship and the right to meaningful education as were the British and French systems. Inspired by such desires, the Germans overthrew Kaiser William II in 1918 and instituted a democratically elected Weimar republic in 1919.

**The influence of the allied powers** led to the establishment of the Weimar Republic in Germany. The victor powers of World War 1 also favoured the establishment of a republic. In the first place, the allies fought Keiser's government partly because of Keiser's adamancy and despotism. By 1915, the allies wanted to end dictatorship in Germany so that they could establish a submissive government in Germany which among other things would relinquish communism, accept to abandon militarism and aggression and generally adhere to their policies. This is why Britain, France and the USA highly backed chaos in Germany that overthrew Keiser and also supported the constituent assembly meetings that made the Weimar constitution, which led to the birth of the Weimer republic in 1919.

**The role of Friedrich Ebert** led to the rise of the Weimar Republic. The rise of Weimar republic was also in part facilitated by the work of Frederick Ebert. He was a moderate socialist who used the former imperial army to silence the various coups attempted by the communists in Germany who wanted to establish communism in Germany. Ebert, was also the one who led to the formation of the new constitution at Weimar that declared the Weimar republic in January, 1919.

**The failure of the communist revolution** in Germany in itself facilitated the rise of the Weimar Republic. The communist section of the socialists- the Spartacus, led by Karl Liebknecht and Rosa Luxemburg attempted a revolution in Germany so as to establish communist government in Russia. On January 6<sup>th</sup> 1919, their supporters numbering about 100,000 seized control of the main public buildings in Berlin. But the socialists and free corps suppressed it with several deaths including Liebknecht and Rosa Luxemburg. Thus, the failure by the communists to establish a communist government in Germany implied that the socialists swiftly established the Weimar Republic in Germany in 1919.

**The role of the socialist group** led to the rise of the Weimar Republic. This was the most dominant party in Germany on the eve of Keiser's resignation. For example, as the majority members in the Reichstag (parliament), they took the lead in demanding for Keiser's abdication. Led by the socialist minister Noske, the socialists with the help of the Free Corps suppressed the attempted communist revolution which was masterminded by the Nationalists. This essentially facilitated the establishment of a new government, Weimar republic in 1919.

## Task

According to you, which of the above factors largely contributed to the rise of the Weimar Republic? Give reasons to support your answer.

### Summary:

A combination of factors led to the establishment of the Weimar Republic in Germany in 1919, such were, the effects of World War I, failure of the communist revolution in Germany, growth of liberalism, influence of allied powers, the abdication of Kaiser William II, and many others. Thus, it ruled from 1919 until 1933 when it was overthrown by Hitler.

### Follow UpActivity:

Make research on the following and write your findings in your note books

- i) Assess the achievements of the Weimar Republic between 1919-1933.
- ii) Explain the factors for collapse of the Weimar Republic by 1933.

## TOPIC: Post War Governments in Europe (1917-1939) and Communist Ideology

### LESSON 8: The Rise of Nazism and Adolf Hitler in Germany

By the end of this lesson, you should be able to;

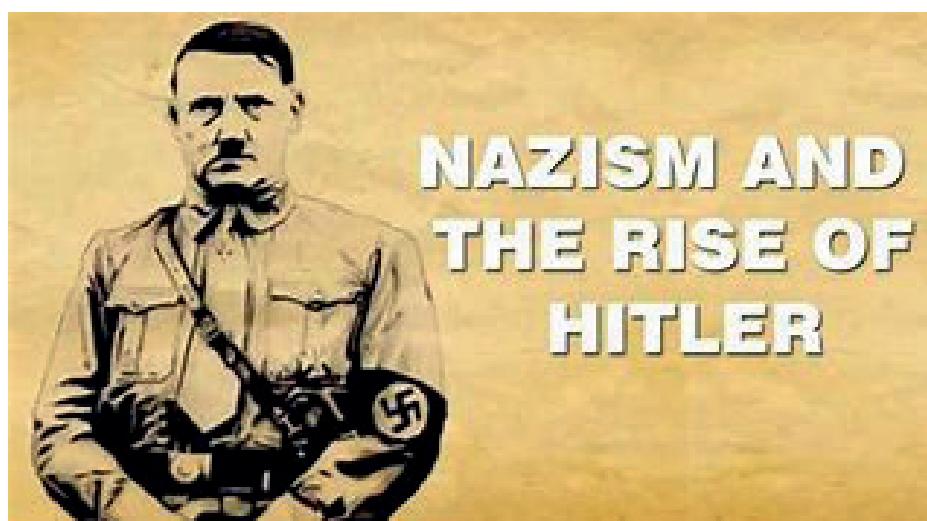
- i) explain the concept of Nazism in Germany.
- ii) discuss the factors for the rise of Adolf Hitler with his Nazi party in Germany in 1933.

### Step 1: Introduction

In the previous lesson, you studied about the Weimer republic in Germany as a republican government that was established after World War I. However, this government was overthrown by Adolf Hitler who had been appointed by President Hindenburg as Chancellor. **Who was Adolf Hitler?**

Adolf Hitler, who became the leader of Nazi Germany up to 1945, was born in the town of **Brannau** in Austria in **1889** to a customs official. He served in the German army during World War I. When the war ended, Hitler joined the **National Socialist German Workers' Party** formed in January **1919** in Munich town. Its initial membership was composed of the discontented people in Germany like the unemployed and demobilized soldiers. Given his oratory or good speaking skills, Adolf Hitler quickly dominated and eventually became the head of this party. The party later became the **Nazi Party** in 1923.

Nazism was a dictatorial political movement or ideology in Germany that was established by **Adolf Hitler** under the Nazi party after the collapse of the Weimar Republic. This political movement led Germany between 1933 and 1945 when Adolf Hitler and his Nazi party controlled the country through dictatorship.



**FIG.1: A portrait of Hitler**

## Step 2: Factors for the Rise of Adolf Hitler and Nazism to Power in Germany

Read the extract below about the factors for the rise of Hitler and Nazism in Germany and answer the tasks that follow;

**The negative effects of World War I** on Germany led to the rise of Adolf Hitler to power. The war left Germany economically weakened which created misery, confusion and general turmoil in the country and this gave birth to the Nazi party. The climax of World War I was the Versailles Peace Treaty of 1919, which among other things forced Germany to accept the war guilt clause, to lose all her colonies, her military and naval strength and some of her cherished territories in Europe. This hurt the nationalistic feelings of many patriotic Germans who became discontented and vowed to overthrow the Weimar Republic that accepted these humiliating terms. The Nazi party and Hitler himself exploited these grievances to win support from the masses which enabled him to come to power.

**The weaknesses of the Weimar Republic** led to the rise of Hitler to power. This was the republican government that was set up in Germany in 1919 following the resignation of Kaiser William II in 1918 and his subsequent escape to Holland. The government was characterized which undermined its credibility. For example, right from the start, the republic was unpopular because it accepted the harsh and unpopular Versailles Peace Treaty of 1919. This was quickly exploited by Adolf Hitler to turn the Germans against the republic as he blamed it for having accepted a harsh treaty whose terms had greatly affected Germany. Adolf Hitler therefore promised to rebuild a strong Germany without such humiliations which undermined the Weimar Republic, thus facilitating his rise to power.

The Weimar Republic also failed to restore Alsace and Lorraine to Germany which created discontent among the Germans who therefore decided to support Adolf Hitler. Germany had got these provinces which were rich in coal and iron from France through war. However, they were restored to France at the end of World War I. Adolf Hitler therefore criticized the Weimar Republic for this because their exploitation would have helped her to develop her industries especially the disastrous World War I. This also made Hitler popular in Germany.

Besides, the Weimar Republic failed to control the problem of inflation which affected Germany by 1923. Germany had lost most of her industries during World War I and this created scarcity of goods in the country. The German economy was further weakened by the French invasion of the Ruhr industrial region in January 1923. As a result, the prices of goods rose up. The government printed a new paper money which was put in circulation so as to stabilize the currency but the problem of inflation continued. Hitler exploited this to criticize the Weimar Republic as weak and therefore he got a lot of support which enabled him to rise to power.

The republic also had weak leaders who failed to stop violence in Germany since 1920. As a result, law and order broke down throughout the country, hence making it possible for the opposition groups such as the Nazi party to succeed. By 1933, President Hindenburg decided to appoint Hitler a Chancellor, hoping that he would use him both to stop the violence and also to maintain the Weimar Republic in power. Instead, Hitler exploited such weakness to capture power in Germany.

## How did the weaknesses of the Weimar republic contribute to the rise of Nazism in Germany?

The fear of Communism led to the rise of Hitler and Nazism in Germany. Nazism was opposed to communism as an economic system which advocated for the state control of businesses and giving much power to the workers. This fear therefore forced the industrialists and other wealthy Germans to support Adolf Hitler and the Nazi party to come to power so as to protect their private property or wealth.

The Economic Depression of 1929–1935 created conditions that favored the rise of Adolf Hitler and Nazism. Between 1929 and 1935, the world was experiencing a devastating economic down turn, known as the Great Economic Depression. The negative effects of this Great Economic Depression like massive unemployment and poverty due the collapse of banks and industries created misery or suffering which increased the popularity of the Nazi party as Hitler blamed the Weimar Republic for all the suffering that the Germans were going through. As a result, many angry Germans supported Hitler and the Nazi party to come to power hoping that they would solve the problems caused by the depression.

The role of the Nazi Storm Troopers (Brown shirts) enabled Hitler to rise to power. This was a Nazi terrorist group organized by Hitler's supporters like Ernest Roehm. They promoted violence in the country and intimidated the enemies of the Nazi ideology such as the Jews and communists. This weakened the Weimar Republic and forced the Germans to support Adolf Hitler and his activities. Indeed, their presence in the 1932 parliamentary elections intimidated the voters who ended up voting for the Nazi representatives, giving them 107 seats. It was also their threats to President Hindenburg that forced him to appoint Hitler as Chancellor in 1933.

The lack of experience in parliamentary democracy undermined the Weimar Republic, thus enabling Adolf Hitler to rise to power. Traditionally, the Germans loved dictatorship and therefore were used to the authoritarian governments of the kings and the power of the kings was rarely questioned since it was hereditary. Some Germans therefore considered democracy which was being cherished by the Weimar Republic as a weak form of government not fit for the German nation. As a result, they supported the autocratic Hitler to come to power.

The influence of the Nazi propaganda facilitated the rise of Hitler to power. The Nazi party carried out an extensive propaganda campaign using all the means at their disposal. In their campaigns, they accused the Jews for being non-German, corrupt as well as traitors who betrayed Germany in World War I. They also denounced the communists for being revolutionary and the Versailles Peace Treaty for humiliating Germany. The propaganda was carried out through newspapers and public rallies. With such campaign landing into the ears of people who were already discontented, the Nazi party under Hitler gained a lot of support from the German population which enabled it to come to power.

Hitler's writings facilitated his rise to power. This was because they were in line with the interests of the German people. For example, while in prison in 1923, he wrote a book, "Mein Kampf" - meaning "My Struggle" which became the Nazi Bible. In this book, Hitler promised to address the problems that Germany faced after World War I as well as to create a great German empire covering Europe and Russia. Through his

writings, Hitler provided hope to the German population that was for long in a state of misery. This therefore made him popular among the Germans.

**The popularity of the Nazi Ideology** also facilitated the rise of Hitler to power. The Nazi had the “**Twenty-five-point Programme**” that advocated for German nationalism, elimination of the Jews, territorial expansion by Germany, improving the conditions of the poor and the lower middle class among others. This attracted mass support to the Nazi party which enabled Hitler to come to power by 1933.

**Hitler's special personality and oratory power** assisted him to rise to power. Hitler was gifted with language and oratory skills which captured the attention of very many Germans especially the discontented people. Through such skills, he convinced the members of the National Socialist German Workers' party to appoint him as their leader in 1920 which was a stepping stone for his rise to power. In addition, as a good mobiliser, Hitler mobilized the masses through public rallies and propaganda campaigns which earned him a lot of fame and support that led to his appointment as the Chancellor of Germany in 1933.

The support of the army enabled Adolf Hitler to rise to power. The Nazi Party under Hitler won admiration from the army men and World War I veterans because it advocated for the revival of the German glory in Europe. These army men therefore supported Adolf Hitler to come to power in Germany by 1933 so as to create a strong Germany once again.

The weakness of his opponents enabled Hitler to come to power in Germany. All the anti-Nazi groups like the communists and Jews were weak and even failed to unite against the Nazi Party under Adolf Hitler. As a result, there was lack of effective opposition against Adolf Hitler which paved way for its rise to power in Germany.

The support from the press in Germany enabled Adolf Hitler rise to power. The newspapers, magazines and other publications extensively covered Adolf Hitler's political rallies which made him popular among the ordinary Germans. This therefore increased Adolf Hitler's popularity in Germany which helped him to come to power by 1933.

Hitler's negative attitude towards the Jews was responsible for his rise to power in Germany. Adolf Hitler hated the Jews so much and therefore he accused them of many crimes like betraying the German people in World War I as well the economic problems in Germany by then. This won Adolf Hitler mass support in Germany especially from the rich middle class and nationalists which enabled him to come to power by 1933.

The rise Benito Mussolini in Italy in 1922 was also responsible for the rise of Hitler in Germany. The success of Benito Mussolini in overthrowing the liberal Italian government under King Victor Emmanuel III in 1922 greatly inspired his comrade Adolf Hitler to also overthrow the democratic Weimar Republic in Germany. This therefore facilitated his rise to power by 1933.

The death of President Paul von Hindenburg in 1934 directly brought Adolf Hitler to power in Germany. He became the President of the Weimar Republic in **1925** following the death of President **Frederick Ebert** and his was the last leader of the Republic. Earlier in January 1933, he had appointed Adolf Hitler Chancellor of Germany so as to satisfy his political ambitions. When he died in August 1934, Adolf Hitler took over the two offices, thus officially coming to power.

## Task

Compare the factors for the rise of Hitler with the factors for the rise of any1 East African President.

## Summary

Adolf Hitler was appointed Chancellor in January 1933 but President Hindenburg remained the Head of State. When President Hindenburg died in August 1934, Adolf Hitler took over the two offices. He then ruled Germany from 1934 up to 1945 when Germany was defeated by the Allied Powers during World War II.

### Follow Up **Activity**

As a historian, what lessons do you learn from the factors for the rise of Adolf Hitler in Germany?

## **TOPIC: Post War Governments in Europe (1917-1939) and Communist Ideology**

### **LESSON 9: Methods Used by Hitler and Nazism to Consolidate Himself in Power**

By the end of this lesson, you should be able to:

- i) Explain the methods used by Adolf Hitler to consolidate himself in power in Germany.
- ii) Discuss the factors for the downfall of Hitler in 1945.

## **Step 1: Introduction**

In the previous lesson you studied about the rise of Nazism in Germany. After rising to power, Hitler became a Chancellor of Germany in 1933 and in 1934, he became the Head of state and the commander of armed forces. Hitler and the Nazi party retained power up to 1945 using different methods.

## **Step 2: How Adolf Hitler Consolidated Himself in Power, 1933-1945**

**Read the extract below about the methods used by Hitler and Nazi party to consolidate themselves in power in Germany and answer the tasks that follow;**

Hitler applied several means especially dictatorial ones to retain power until the time of World War II. They included the following: -

He centralized power while in control of Germany. He organized elections on **5<sup>th</sup> March 1933** by which he centralized powers of administration. He suppressed the communists and all other parties except Nazi. He blamed the communists for being too vi-

olent in character and democrats for being weak politically. This made Hitler a real dictator in Germany. Following the death of President Hindenburg on 2<sup>nd</sup> August 1934, Hitler became both President and Chancellor of Germany and therefore all authority to govern Germany rested in his hands and a few of his party members.

Hitler banned all political parties made efforts to establish national unity in Germany. Parties such as communist party, social Democratic party, catholic Centre party, conservatives and Monarchists were outlawed. He abolished the separate provincial governments in favour of a powerful central government. He therefore established one party rule under the Nazi Party and abolished democracy for the sake of national unity.

Hitler enrolled many young girls and boys into his Nazi party. This helped him to strengthen his position since their population was big in Germany. This was through encouraging the formation of youth movements like the **German Maidens** for girls and **Hitler's Youths** for boys. The Nazi Party therefore had many supporters which helped Adolf Hitler to consolidate power in Germany.



FIG.1: Young boys embracing Nazism,

He established a secret state police and spy network to suppress opposition which helped him to consolidate power. Hitler hated criticism and opposition to his policies. As a result, he set up a special Nazi police known as the "**Gestapo**". Using these secret police, the political suspects and enemies of his regime were either imprisoned or killed. Some of the victims of Hitler's terror methods were his associates who had tirelessly served the Nazi party like **Ernest Roehm**. These were shot by firing squad. This helped him to gain firm control over Germany.

Similarly, Hitler dissolved all the trade unions in Germany in June 1933. These trade unions represented the interests of the workers yet the private businessmen hated the growing power of the workers. Hitler further reduced their power by confiscating their funds as well as imprisoning of their leaders. This made him popular especially among the industrialists.

He used press censorship to consolidate power in Germany. Hitler suppressed public opinion through censoring the means of communication like newspapers, radio broadcasting, music, drama, paintings, public films and books in schools. Only Pro-Nazi

newspapers and publications were allowed to circulate in Germany. For instance, in 1935 all the forbidden books with anti-Nazi ideas were collected and destroyed in a huge bonfire in Berlin. Similarly, teachers, Professors and religious leaders were warned against spreading anti-Nazi ideas.

Hitler consolidated power in Germany through the persecution of the Jews, Gypsies, the disabled and homosexuals. Hitler hated the Jews and accused them of having betrayed the German people in World War I. By the **Nuremberg Laws of 1935**, Hitler embarked on the systematic persecution of the Jews. He began by denying them German citizenship and preventing them from intermarrying with Germans. At the height of his power, the Jews were persecuted for heavy crimes such as failure to show solidarity with the German army in war effort. He also set up concentration camps where many Jews were confined and tortured. By doing so, the Germans thought that Hitler was solving their problems which therefore earned him a lot of support at home.

He modernized the German army and gave it a national outlook. He admitted only German people into the military service and eliminated foreign influences. He increased the size of the German army, acquired modern weapons and also expanded the navy and air forces. This army silenced internal opposition which helped Hitler to consolidate power. The army promoted German interests abroad which equally made Hitler popular. These military reforms however were a violation of the treaty of Versailles of 1919 and were strongly opposed by the other powers like Britain and France. Hitler did not take heed of the international calls for disarmament. Such a policy later sparked off World War II.

He dealt with the Catholic Church so as to consolidate power. Though he subjected the church to state control, Hitler made a compromise through signing a treaty with the Pope in 1933 by which the catholic priests would take no interest in politics. Hitler would therefore interfere in the religious matters. Catholic churches were however given the right to run their religious institutions and impart education in their own way. These reforms however did not please all Catholics and their opposition against government continued. In return, Hitler continued to persecute the Catholics in order to consolidate his power.

He established full state control over educational institutions in Germany in order to promote the Nazi ideology which was the strongest instrument of his power. In the schools, Hitler spread the Nazi propaganda through changing the school curriculum so as to suit the Nazi principles. He therefore used education to brain wash the minds of the Germans so that they might walk in his footsteps. This enabled him to consolidate his position but left many dissatisfied with his policies.

Hitler initiated major infrastructural projects of public works. These projects included the building of government offices, stadiums, art galleries as well as housing developments. He concerned himself personally in the architectural designs for these projects, picking **Albert Speer** as his favourite assistant. Among these were the enormous stadiums and meeting halls built on the outskirts of **Nuremberg** town for the annual party congresses. This earned Hitler massive support.

Hitler introduced economic reforms which promoted economic development in Germany. Factories were set up to provide employment opportunities and acts or laws were passed to improve the labour conditions. With the help of the German scientists, arms, ammunition, steamships and aeroplanes were manufactured in Germany. He also restricted imports so as to protect the German industries. The Jews were ex-

elled from the government jobs and replaced by Germans. All this led to economic prosperity and therefore increased the popularity of Adolf Hitler.

Similarly, Hitler **developed the agricultural sector** in Germany through introducing a number of reforms. For example, he recognized the successful farmers which increased their morale. He also extended credit facilities to the farmers which enabled them to finance their agricultural activities. This increased the production of agricultural goods which made the economy self-sufficient especially in terms of food production. This also made Hitler popular in Germany.

He used the foreign policy to consolidate power. In his foreign policy, Adolf Hitler was determined to reverse the Versailles Peace Treaty of 1919 which had humiliated Germany. Consequently, when he came to power, he violated the treaty of Versailles by re-arming Germany. He went ahead and re-occupied the Rhine lands in 1936 which had been demilitarized, annexed Austria in 1938 and also conquered Czechoslovakia in March 1939. Hitler therefore tried to create the large and strong Empire in Europe which he had promised to the Germans which increased his popularity. However, this aggressive foreign policy sparked off World War II because when Hitler attempted to annex Poland in September 1939, Britain and France declared war on Germany so as to defend their ally Poland.

He exploited the policy of appeasement to restore the power of Germany in Europe which helped him to consolidate power in Germany. In the 1930s, the Prime Minister of Britain **Neville Chamberlain** and that of France **Daladier** had resorted to pleasing Adolf Hitler hoping that he would stop his acts of aggression. For example, when they left him to occupy Austria in 1938, he used this opportunity to occupy Czechoslovakia in March 1939. This made the Germans to consider Hitler as very strong and therefore they supported him.

Hitler also used alliances to strengthen his diplomatic relations with other European powers. For example, in 1935 he entered into an alliance with Benito Mussolini known as the **Rome – Berlin Axis**. This alliance was later joined by Japan to form the **Rome – Berlin – Tokyo Axis**. These alliances however revived the alliance system in Europe which eventually led to the outbreak of World War II in 1939.

## Task

Write down the similarities and differences of Hitler's consolidation of power with the methods used by any East African president to consolidate himself in power.

## Summary

Although Hitler became successful in reviving the glory and prestige for Germany, his reign did not go beyond 1945. After being defeated by the allied powers, he died a mysterious death on April 30<sup>th</sup> 1945 under suicide. This marked the end of Hitler's dictatorship and Nazism in Germany.

### Follow Up Activity

**Using ICT/Research, write notes on the following:**

- i) Achievements of Adolf Hitler in Germany.
- ii) Factors for the downfall of Adolf Hitler in 1945.

## TOPIC: Post War Governments in Europe (1917-1939) and Communist Ideology

### LESSON 10: Benito Mussolini and Fascism Italy from 1922-1943

By the end of this lesson, you should be able to:

- i) explain the concept of Fascism in Italy.
- ii) discuss the factors responsible for the rise of Benito Mussolini and Fascism in Italy in 1922.

### Step 1: Introduction

In the previous lesson, you studied about the Nazism in Germany. In 1922 in Italy arose Benito Mussolini to power with the Fascism ideology. **What was Fascism?**

Fascism was an Italian dictatorial and anti - communist movement or political system developed by Benito Mussolini after 1919. It derived its name from the word “**fasces**” which referred to a bundle of sticks around an axe, the symbol of state power in the Ancient Roman Empire. In short, Fascism expresses an extreme dictatorial political system and therefore a fascist is a dictator.

In 1871, the unification of Italy was completed and the Italians established a liberal or constitutional government with **VICTOR EMMANUEL II** as the king up to his death in **1878**. His government had a parliament and a constitution which allowed the different political groups to operate and they were represented in the parliament. However, liberalism was violated when Mussolini rose to power in Italy and replaced it with Fascism, a one man’s dictatorship that turned Italy into a fascist state.

### Benito Mussolini (1922-1943)

Mussolini was born in **1883** in **Romagna** - Italy to a Black Smith. He was a well-educated man and graduate. In 1904, he joined a military school in Italy and in 1915 he fought in World War I. In **1921**, he founded the **National Fascist Party** and he adopted the **Black Shirt Uniform** which was the uniform of the soldiers that had served in World War I.

Mussolini's Fascist party got seats in the parliament of Italy and while there they demanded for representation in government. The government refused and in **October 1922**, Mussolini and his army invaded Rome. King **Victor Emmanuel III** refused to resist Mussolini and his men and instead he allowed him to become the Prime Minister and requested him to form a government. As a Prime Minister of Italy from 1922 to 1943, Mussolini created a fascist state. He abolished all the opposition groups and the Italian parliament collapsed. Therefore, liberal Italy had fallen to Fascism.



FIG.1: Benito Mussolini 1922-1943

## Step 2: Factors That Led to the Rise of Fascism and Benito Mussolini in Italy

**Read the extract below about the factors for the rise of Mussolini to power in Italy and answer the tasks that follow:**

The fear of the spread of communism by the capitalists led to the rise of fascism in Italy. The businessmen, government officials and land owners had fear for communism which advocated for the state control of business and giving much power to the workers. Mussolini opposed communism and therefore they gave him financial support to create a strong government that would reduce the political powers of the working class and put an end to the strikes of the industrial workers.

The cause for which fascism stood for led to its rise in Italy. Mussolini and his fellow fascists often spoke about the restoration of the glory or prestige and military strength of the Ancient Roman Empire. They argued that the empire had covered a greater part of Europe and Napoleon I had led to its collapse in 1797. The dream of reviving the Empire attracted the attention of the army officers and nationalists who provided support to Mussolini's fascism. Fascism also stood for the creation of a strong or totalitarian system of government, a one-party state and self - sufficiency in terms of food and manufactured goods which made it popular among the Italians, hence explaining its rise.

The frustrated nationalism characterized by the failure to get colonies by Italy led to the rise of fascism and Mussolini. For example, Italy had failed to get Ethiopia and instead she was defeated at the **Battle of Adowa of 1896**. She also lost Tunisia to the French in 1882 as well as Egypt to Britain in 1882. Mussolini therefore used this to promise that he was to create a strong Italy without such humiliation.

The disappointment arising from the Versailles Peace Treaty of 1919 led to the rise of fascism in Italy. During World War I, Italy was promised territories by like Trentino, Tyrol and Trieste among others which were not given to her at the end of the war. Similarly, the Italians expected a lot of compensation in the Versailles Peace Treaty having lost 700,000 men during World War I. However, they were not given any share on the German and Austrian possessions or colonies and therefore they felt cheated by Versailles Peace Treaty. As a result, Mussolini and his supporters started demanding for such shares and therefore they got a lot of support especially from the war veterans.

The negative effects of World War I on Italy led to the rise of fascism in Italy. The war left many negative effects on Italy which created circumstances that led to the rise of Fascism and Benito Mussolini. For example, it created a very high level of unemployment with over 2.5 million ex-servicemen, inflation, declining standards of living and general poverty. The government had also borrowed heavily from USA which created an economic crisis in Italy as the government struggled to repay the loans. Those Italians who were affected thought that the liberal government was not caring for them and therefore they joined the fascist party of Mussolini which they thought would solve their problems.

The failure of the parliamentary system of government in Italy led to the rise of fascism. Although Italy had a liberal government with a parliament, the government lacked consistency in policy making due to the presence of **many political parties** that dominated the parliament. By 1921, there were nine political parties and they included the Socialists, Liberals, Nationalists, Communists, Catholic Popular Party and the Fascist Party among others. The system therefore prevented the existence of a strong government in Italy. As a result, many Italians joined Mussolini's fascist party, thus leading to the rise of fascism in Italy by 1922.

The civil unrest in Italy led to the rise of fascism in Italy. Between 1919 and 1920, there was a wave of strikes, riots, looting of shops as well as the occupation of factories by the workers. This was caused by the widespread unemployment in the country. For example, there was **Turin factory** which was taken over and in Southern Italy, the **Socialist League** of workers captured land from the wealthy landlords and they also set up co-operatives. The failure by the Italian government to stop this unrest or internal violence and protect the property of the wealthy groups (church, landlords and industrialists) made them to support the fascists whom they hoped to put an end to this disorder.

The personality of Benito Mussolini led to the rise of fascism in Italy. By character, he was a good orator or speaker and organizer with a lot of authority. He criticized democracy as a weak form of government. As a journalist, he set up a newspaper through which he spread the Fascist propaganda and this made him popular in Italy. He also formed the Fascist Party in 1921 and when this was done, he suppressed all the other political parties and therefore, Italy became a fascist state.

The role of the "**Black Shirts**" and their violence from 1920 onwards led to the rise of fascism in Italy. This was a private army set up by Mussolini and they killed their opponents with high a degree of brutality or harshness which threatened those who would have opposed fascism. Mussolini also used his "Black Shirts" army to intimidate and torture any suspected opponents to fascism. This therefore made the Fascist Party to remain with no opponents, hence explaining the rise of fascism in Italy.

The military style, discipline and organization of the Fascist Party attracted many soldiers. The way Mussolini's group smartly dressed in their Black Shirts carried weapons and fought battles with the Trade union members or workers made many former sol-

diers to join Mussolini and support Fascism.

The support from **Pope Pius XI** and the Roman Catholic Church led to the rise of fascism in Italy. Mussolini and his fellow fascists promised to repair the relationship between the Italian government and the Catholic Church which had been damaged since 1871 when the Italian government took over Rome. As a result, the Fascist Party received a lot of support from the Pope and the entire Roman Catholic Church in Italy which enabled it to come to power in 1922.

The failure of other opposition groups to gang up or unite against the fascists led to the rise of fascism in Italy. All the anti-fascist groups like the communists, socialists, nationalists, liberals and monarchists failed to unite against the Fascist Party under Benito Mussolini. As a result, there was lack of effective opposition against fascism which paved way for its rise in Italy.

The weakness of **King Victor Emmanuel III** also led to the rise of fascism in Italy. By 1922, the Italian liberal monarchy was under the leadership of King Victor Emmanuel III who had come to power in 1878 following the death of his father King Victor Emmanuel II. His government, however, failed to solve the prevailing economic problems in Italy like poverty and unemployment. He also failed to use the Italian army as recommended by the parliament to suppress the “Black Shirts” under Mussolini who had invaded Rome in 1922 and instead he invited Mussolini to form a new government. There was also wide spread corruption in the government of Victor Emmanuel III which made it unpopular, thus enabling the fascists under Mussolini to gain power in Italy by 1922.

The weakness of Prime Minister **Orlando** led to the rise of fascism in Italy. Besides King Victor Emmanuel III, Italy had a Prime Minister by the name of Orlando before Benito Mussolini came to power. However, Orlando was accused of being a weak and inefficient Prime Minister. This led to the appointment of Mussolini as the Prime Minister in 1922 and since he was a fascist, this led to the rise of fascism in Italy.

The success of the “**Fascist March**” to Rome in 1922 led to the rise of fascism in Italy. In October 1922, Benito Mussolini organized his fascists to march to Rome and capture power in a coup. King Victor Emmanuel III refused to resist the march even though the Italian army was well equipped to disperse it. Instead, the king invited Mussolini and told him to form a government. This marked the rise of fascism in Italy. Benito Mussolini governed Italy as a Fascist or dictator up to 1943 when he was overthrown during the course of World War II.

## Task

As a future leader, what lessons do you learn from Benito Mussolini’s rise to power in Italy in 1922?

## Summary

Mussolini’s rise to power was a combination of factors some of which were his personal effort and others beyond his own making.

### Follow Up **Activity**

**Using ICT/Research, write notes on the following:**

- i) Methods used by Mussolini and Fascism to consolidate himself to power in Italy.
- ii) Achievements and Failures of Mussolini in Italy.

## TOPIC: The World Economic Depression of 1929-1935

### LESSON 11: Causes and Effects of the World Economic Depression of 1929-1935

By the end of this lesson, you should be able to:

- i) explain the concept of the World Economic Depression of 1929-1935.
- ii) discuss the causes of the World Economic Depression of 1929-1935.

### Step 1: Introduction

**What was the World Economic Depression of 1929-1935?** The Great Economic Depression was a situation characterized by the collapse of the global economy. It started in the Canadian agricultural sector and by 1929, it had spread to Europe and the entire world after the collapse of the **Wall Street Stock Exchange Market in USA** in October 1929. The European economies were badly hit except Russia which had a communist economy, especially due to the fact that they were just in the post-World War I recovery process. The depression was characterized by mass unemployment, low prices, and failure of agricultural markets, closure of banks and other industries leading to the decline in the standards of living. During the depression, there was also widespread violence characterized by riots and strikes, human misery and social-political tensions. Generally, during this period there were many goods but with less money to purchase these goods.

In your notebooks, outline the Characteristics of the World Economic Depression.



FIG.1: Too much money in circulation during the economic Depression 1929-1935'

### Step 2: The Causes of the Great Economic Depression

Read the text below about causes of World Economic Depression of 1929-1935 and answer the tasks that follow:

The effects of World War I of 1914-1918 led to the occurrence of the depression. This war devastated world economies, destroyed industries, ships, agricultural farms or gardens and

even human resources. It's estimated that a total of 186 billion United States dollars were lost or incurred as a result of World War I. Such devastations affected production, employment rates, individual purchasing power and general economic Activity in the world. For example, trade declined because countries were left so poor that they could not import large quantities of agricultural and industrial produce. Consequently, there was low level of import and consumption which explains why the depression was severest in the USA which was the greatest producer in the period after the war.

**The effect of the Gold Standard System** which operated in the world economies before 1929 created economic rigidities that led to the depression. Under this system, every individual economy in the world was supposed to have; in its circulation, a total sum of money equivalent to its gold reserves in the bank. However, the reality was that several nations naturally possessed less of such gold reserves, and secondly; many countries indebted to USA were by 1929 required to pay American debts in gold. As much of the gold reserves of the indebted nations flowed out to America, this created acute shortage of money supply among world economies because several nations were either paying their gold to USA or simply naturally endowed with little gold resources. As countries reduced their money supply in circulation, there was increasingly declining purchasing power which resulted into lower investment returns or profits. As the profits declined, this led to the failure and closer of businesses. This in effect made the employers to lay off workers, hence leading unemployment and thus the outbreak of the Economic Depression.

The policy of economic nationalism or protectionism by some countries caused the Economic Depression. For example, America, the less affected economy after World war, adopted a protectionist policy by which she charged high import taxes as a way to discourage importation (to her internal markets) while pursuing an aggressive exportation of her industrial and agricultural output. Other countries especially in Europe also responded in similar ways not only to the USA but also among themselves. This discouraged international trade as countries increasingly produced larger volumes of outputs and could only sell them locally where the purchasing power was very limited. As a result, home markets became flooded with locally produced goods which forced the prices to decline. This led to a decline in profits led to a decline in production, and a reduced production meant further reduced profits. This brought about the retrenchment of industrial workers and closure of businesses. Hence leading to unemployment, low prices, low economic Activity, thus the Economic Depression of 1929-1935.

The effects of overproduction in the 1920s coupled with limited markets caused the Great Economic Depression. This was due to technological advancement in industrialization and agriculture in Canada, USA, and other countries. This resulted into production of large quantities of goods especially the agricultural products like fruits, coffee, which led to big surpluses. This was worsened by the protectionism policy which virtually deprived such heavy production of external and overseas markets. This mostly hit the agricultural sector whose products couldn't wait for the possibilities of price increase because they could easily perish. Producers that hesitated to sell at down cut prices had a great deal of their products unsold or expire which forced them to cut down production or simply fall from business. A situation of this kind led to much losses by producers, bred a financial crisis, unemployment, and general breakdown of economic Activity in the various world economies, hence leading Economic Depression of 1929-1935.

**The rumours about the closure of the World Stock Exchange Market at the Wall Street in USA** sparked off the economic storm (fear or fight) that caused the depression. In the post war period, the value of stock (shares) had risen to unrealistic heights but as rumours began to spread about the impending end to this situation, about 600 investors rushed to sell their shares. On 24<sup>th</sup> October 1929, 13 million shares were sold and on 29<sup>th</sup> October 16.5million shares were exchanged. At the end

of October 1929, American investors had lost 40,000 million dollars and even withdrew their short-term loans from Europe. At the same time, they stopped lending and this was unfortunate for countries like Austria and Germany whose post war re-construction was entirely dependent on the American credit. The consequence was that there was less money to buy goods on the European continent. This caused paralysis in investment and production, hence causing the Great Economic Depression of 1929 -1935.

**The widespread unemployment** that existed in the world economies at that time caused the Great Economic Depression. For example, although most European countries like Britain, France and Germany registered some level of economic boom in the post-World War I period, unemployment remained high. This therefore caused falling standards of living as people could not afford to purchase the basic goods and services due to the lack of jobs. Consequently, industries closed down as their output lacked adequate markets, hence leading to the occurrence of Great Economic Depression by 1929.

**The nature of the American loan scheme** partly led to the occurrence of the World Economic Depression. During and after World War I, both the victorious and defeated European nations borrowed huge loans from the USA in order to sustain the war and to rebuild their devastated economies respectively. Thus, at the end of the war, almost all European countries were deeply involved in repayment of the American loans. From 1924, when USA pressurized the repayment of the outstanding loans, this created a situation where huge sums of money and gold flowed from the European economies to the USA not in exchange of goods and services but rather in repayment of loans. This reduced the level of investment, aggregate demand and purchasing power across Europe, hence leading to a financial crisis that finally led to the Great Economic Depression by 1929.

**The heavy war reparations or indemnity** also partly caused the Economic Depression of 1929-1935. At the end of World War I Germany and her allies like Austria and Bulgaria were fined huge sums of money for the damages (human and material) caused during the war. But as if not enough, these nations of Europe were forced to surrender some of their economically rich territories to the allied powers which hampered their economic prosperity. For example, Germany lost the rich mineral areas of Alsace and Lorraine, the Saar coal mines and all her African colonies. On top of this, the defeated nations were neither free to export nor import to and from the other European countries. All these strained relations and highly affected international trade between the victor and the defeated nations and the world at large. The result was an increased financial crisis which deteriorated into the Great Economic Depression by 1929.

**The failure of the League of Nations** also led to the occurrence of the Great Economic Depression. For example, it failed to establish an economic framework or mechanism to promote free international trade. As a result of this weakness, countries began to pursue economic protectionism, a policy that paved way for the depression. International trade was therefore compromised as the world slid into over production without readily sufficient markets. Secondly, as the watch dog of global peace and prosperity, the League of Nations also failed to come out with a clear policy to regularize currency circulation in regard to the prevalent gold standard system. It also failed to regulate the US-Gold based debt recovery and the reparation payments which ruined relations between the USA and her debtor nations on one hand and also the defeated powers and the victor powers on the other hand. All this affected the international trade,

hence leading to the Economic Depression by 1929.

**The growing speculation by prominent politicians about the depression** in different countries caused the Great Economic Depression. These people were using the mass media or press and they circulated rumours and propaganda about the impending depression which created panic, speculation and paralysis that disorganized economic activities even before the actual depression. For example, the speculation about the closure of the Wall Street Stock Exchange Market in USA made people to withdraw their money in the banks and kept it in other forms like buying gold. This reduced the amount of money in banks that would have been provided to people to buy the goods on the market hence the economic Depression.

### Task

From the above text, discuss the major features of the Economic Depression between 1929-1935

### Step 3: Effects of the Great Economic Depression

**In the text below about the effects of the World Economic Depression, read it carefully and attempt the task that follow**

The Great Economic Depression destroyed international trade. This was as a result of the policy of economic protectionism which was largely pushed by USA. Other countries also responded to this through retaliation and therefore adopted protectionism measures as they could not allow others to sell to them because every country had surplus products. This further frustrated the possibility of commercial intercourse or transactions between countries.

It also created social unrest in many developed countries in Europe. Almost all governments had failed to resolve the problems resulting from the Great Economic Depression. These included poverty, unemployment and starvation. These hardships therefore encouraged rebellions against the existing governments which had lost public confidence as the masses wanted to overthrow them and put in power those that they hoped would end their suffering

It led to the collapse of industries and other economic sectors. This was because they could not find adequate market for their goods. Consequently, their prices went down which therefore acted as a disincentive to investment, hence leading to the subsequent closure of the industries, banks and insurance companies in several European countries.

It also led to further widespread unemployment as people failed to secure jobs. During the depression, banks were closing, factories were shutting down and yet governments were not recruiting civil servants because of their inability to pay them attractive salaries and wages. This widespread unemployment in turn, brought about other problems like general poverty due to low incomes which increased the misery or suffering of the masses.

It accelerated the decline in the standards of living as people could not afford the basic needs of life not because the cost of living was high but because money was scarce to purchase the available goods. During this period, people could not afford decent housing, food, basic medical care and other necessary demands of life which further

increased misery or suffering in several countries.

It led to the fall in the prices of products. The World Economic Depression was a result of over production of both agricultural and industrial products in the 1920s yet there was less money to buy these goods. This eventually led to a fall in the prices of goods since there wasn't enough money to buy the goods on the markets. This led to a decline in the profit margins of the investors which worsened the global economic crisis.

International relations among countries broke down as result of the Great Economic Depression. For example, the European countries blamed USA for her policy of economic protectionism or nationalism which disturbed free international trade. Enmity increased as the USA continued demanding for the repayment of her war debts or loans from the European countries like Germany, Britain, France, Austria and Bulgaria among others despite the prevailing economic hardships or problems. Even in Europe enmity increased as the victorious powers continued demanding for reparation payments from the defeated Germany. This therefore undermined the hope for lasting peace in Europe.

The Great Economic Depression led to political unrest or insecurity in Europe which gave rise to dictators. For example, in Germany the depression created serious economic hardships like widespread unemployment and poverty due to the collapse of banks and factories. The Weimar Republic which was in power by then was unable to solve these economic problems which increased its unpopularity. Consequently, Adolf Hitler exploited this unpopularity to overthrow the Weimar Republic and come to power Germany in 1933 as he promised to solve the economic problems created by the depression. The rise of these dictators increased the ideological differences and enmity between the Fascist states like Germany and Italy and the democratic states like Britain and France which were trying to defend the spread of liberal democracy in Europe. This undermined any hopes for lasting peace in Europe.

It also undermined the performance or work of the League of Nations. Countries refused to subscribe funds to the League of Nations because they were pre-occupied with solving their own domestic problems. This was exploited by Germany, Italy and Japan to undermine the work of the League of Nations. Similarly, countries refused to co-operate in international trade because they could not allow others to sell to their markets. Therefore, the League of Nations failed to achieve the objective of international co-operation because of the economic depression.

The depression facilitated the spread of the Russian ideology of socialism (communism) especially in Eastern Europe. The depression had been blamed on the idea of economic liberalism as emphasized by capitalism in which the quest for high profits by the capitalists made the whole world suffer. The socialist agitators then prescribed socialism as the best alternative. They asserted that socialism would improve on the suffering of the poor workers and ensure good standards of living. At the same time, many countries admired Russia which was not severely affected by the depression because of her socialist orientation. As a result, many Eastern European countries like Yugoslavia, Czechoslovakia and Poland among others embraced socialism or communism.

It contributed to the collapse of the banking system in several countries. During the depression, banks ran out of money was because the customers withdrew their savings and as a result, banks had to close. Such banks included the Austrian Central Bank which closed in 1931 and the Central Bank of Germany.

It also facilitated the downfall and rise of new governments as a result of the discontent caused by the depression plus the failure by the existing governments to address such problems. In the USA for example, Franklin Roosevelt who was a Republican replaced Democratic government. In Germany, Adolf Hitler and his Nazi Party rose to power in 1933 and replaced the Weimar republic after the death of President Hindenburg while in Britain, the Labour Party government of Prime Minister Macdonald which could not deal with the problems resulting from the Great Economic Depression was forced to resign in 1933 and replaced by the Conservative Party. In Spain, the Liberal Republican government was overthrown by General Franco in 1936 after three years of a civil war from 1936.

The depression also gave birth to new economic reforms especially in USA. The government also tried to recapitalize the banks as well as giving incentives or subsidies to the industrialists and farmers to combat unemployment. Other reforms included the introduction of pension schemes, unemployment benefits and insurance schemes. Trade unions were also founded. In Britain, the new government also established **unemployment insurance schemes** to cater for the unemployed. There was also payment of relief or money to the poor and Britain also declared free trade which was followed by other countries in Europe so as to end the depression.

The Gold standard system was abandoned in Europe as a measure of controlling money in circulation up to date. European countries started controlling their money in circulation without reference to the amount of gold that they had in the banks. This was because the system had created economic rigidities before 1929 that led to the occurrence Great Economic Depression. In addition, during the depression people had rushed to the banks to withdraw their money in form of gold and the banks had to close.

The economic depression led to colonial rivalry as well as military aggression by the strong states against the weak ones. For example, in 1931 Japan invaded the Chinese Province of Manchuria so as to secure markets and raw materials. Italy also attacked and occupied Ethiopia in 1935 in search for raw materials and Germany invaded the Saar Coal fields as well as the Rhine lands among other territories. Therefore, the depression caused interstate conflicts and battles which threatened peace in the world.

It laid a foundation for the outbreak of World War II in 1939. This led to the rise to world dictators like Adolf Hitler of Germany and General Franco of Spain with the support of their population that hoped that these dictators would solve their economic problems. While they were in power, these dictators got involved in acts of aggression which eventually led to the outbreak of World War II in 1939.

## Summary

The, World Economic Depression affected the world politically, socially and economically. Among these effects was that it led to rise of aggressive leaders in Europe who waged wars as a way of getting raw materials and securing markets and territories that culminated in the German invasion of Poland that sparked off World War II

### Follow Up **Activity**

Using ICT/Research, write notes on the measures used by Various Governments to overcome the Economic Depression by 1936.

## TOPIC: World War II 1939-1945

### LESSON 12: Causes of World War II of 1939-1945

By the end of this lesson, you should be able to:

- i) explain the background to World War II of 1939-1945.
- ii) examine the causes of World War II of 1939-1945.

### Step 1: Introduction

In the previous lesson you studied the causes and effects of the World Economic Depression, and among its effects, it partly contributed to the outbreak of World War II. This was a continuation of World War I which resulted from the mistakes made in the Versailles Peace settlement. The mistreatment of Germany in particular resulted into the outbreak of this war.

World War II was a devastating war that befell the world during the period between 1939 and 1945. It broke out on 3<sup>rd</sup> September 1939 following the German invasion of Poland on 1<sup>st</sup> September 1939 and ended with Japan's surrender on 15<sup>th</sup> August 1945. Like World War I, it was fought between two rival camps namely; the **Axis Powers** and the **Allied Powers**. The Axis Powers comprised Germany, Italy and Japan and this constituted the Berlin-Rome-Tokyo Axis while the Allied Powers included Britain, France and Russia and later USA and their Allies which constituted the democratic powers.



FIG.1: Capsizing Japan's boat  
War II



FIG.2 bombing of Japan on during World

### Step 2: The Causes of World War II

**Read the extract below about causes of World War II of 1939-1945 and answer the tasks that follow:**

The effects of World War I of 1914-1918 led to the outbreak of World War II in 1939. This occurred in the period between 1914 and 1918. It was fought between two rival camps namely; the Triple Alliance or central powers of Germany, Austria-Hungary and later on joined by Bulgaria and Turkey and Triple Entente or Allied Powers of France, Britain, Russia, and Serbia and later on joined by Italy and USA. The war

ended in 1918 with the defeat of the Central Powers by the Allied Powers. This defeat created a spirit of revenge among the defeated nations like Germany which began planning for another war against the Triple Entente Powers. This finally culminated in the outbreak of World War II by 1939. To some scholars therefore, World War I was a continuation of World War II.

**The weaknesses of the Versailles Peace Treaty of 1919** led to the outbreak of World War II. This was a treaty that ended World War I and it was signed between Germany and the Allied Powers on 28<sup>th</sup> June 1919 in the Hall of Mirrors at Versailles Palace. This treaty was considered to be harsh or unfair by the Germans and this therefore significantly contributed to the outbreak of World War II in 1939. In the first place, the Germans stated that this treaty was dictated on them because they were not allowed to negotiate it. During the course of the deliberations, the German delegates apart from being denied the right to express their views, they were treated as criminals. For example, they were escorted in and outside the Hall of Mirrors to humiliate them as if they were under criminal prosecution. This created enmity or hatred among the Germans that eventually erupted into World War II by 1939.

The Versailles treaty also held Germany entirely responsible for causing War World I through the **War Guilt Clause**. The Germans took this as unfair since even other powers like France and Britain had significantly contributed to the outbreak of the war. The bitterness arising from this clause among the Germans made them to start preparing for another World War which came in 1939.

The treaty also imposed an unrealistic or unfair war indemnity or fine on Germany which left her longing for revenge. The victor powers imposed 6,600 million pounds or 6.6 billion dollars on Germany as a fine for the damages (material and human) caused to the Allied Powers during World War I. These reparations strained the already devastated German economy and instead worsened the social-economic crisis in Germany. When Adolf Hitler came to power in 1934, this prompted him to renounce these war reparations and began to prepare Germany for a possible war of revenge. This therefore led to the outbreak World War II in 1939.

It also deprived Germany of her territories in Europe which also made her bitter. Under the **Territorial adjustment Clause**, for example, Germany lost the provinces of Alsace and Lorraine to France which Germany had occupied for forty-eight years since 1871. She also lost her two territories of Eupen and Malmedy to Belgium. These two territories had been important to Germany for agriculture. She also lost the Rhine lands and the Ruhr industrial region. Northern Schleswig which had been under German control since 1864 was also given to Denmark. Therefore, the treaty led to the collapse of the German empire in Europe which greatly annoyed the Germans and this eventually led to the outbreak of World War II in 1939.

The Versailles peace treaty also unfairly disarmed Germany thereby provoking her into another war. By the disarmament clause, Germany was forced to destroy her navy, air force and to reduce her army to only 100,000 men. No more was she to manufacture military tanks, aircrafts and heavy artillery. Whereas the clause was set up to disarm all powers both the victors and the defeated to the lowest consistent with domestic safety, the victor powers like Britain, France and Russia instead continued re-arming themselves and therefore escalating the arms race. When Adolf Hitler came to power, this gave him every excuse to re-arm Germany and pursue aggression on continental Europe which deteriorated in World War II by 1939.

The Versailles Peace Treaty of 1919 also made Germany to lose her **colonies in Africa** which left the Germans very bitter. These colonies were entrusted to the victorious powers to administer them on behalf of the **League of Nations** which was formed at the end of World War I. For example, she lost South West Africa (Namibia) to South Africa, Rwanda to Belgium, Tanganyika and part of Cameroon to Britain while Togo was given France respectively. These powers exploited the natural resources in these colonies like minerals for their economic benefit which created bitterness among the Germans. This created hatred and the determination by the Germans to wage a war of revenge which eventually led to the outbreak World War II in 1939.

The Versailles Peace Treaty also created very **weak states** around Germany that were vulnerable to aggression which eventually caused World War II. For example, there was the creation of Czechoslovakia, Romania, Poland and Yugoslavia. These were small and weak states and therefore they were unable to defend themselves against external aggression yet the authors of the settlement did not provide security measures to these new states. This is what later inspired or encouraged Germany under Adolf Hitler to invade Poland in 1939, an event that sparked off World War II.

The Versailles peace treaty also disappointed some of the Allied Powers, hence prompting them to ally with Germany to organize World War II. Italy and Japan; members of the victor camp were disappointed at the rewards they received from the treaty as compared to their counterparts. For example, Japan regarded the reward of the few islands and some parts of China as too little compensation for her role. She complained of being treated as unequal at Versailles. Italy too complained that the reward was not commensurate with her defection to the Triple Entente in 1915. Such disappointments made Japan and Italy to pursue reckless policies which made the war inevitable. For example, Japan conquered the Chinese territory of Manchuria in 1931 and withdrew from the League in 1933. Italy under Mussolini invaded and occupied Ethiopia in 1935. By 1939, the three countries had formed an alliance known as the Rome -Tokyo- Berlin axis which fought the Allied Powers in World War II. **The unfairness of the Versailles peace settlement primarily led to the outbreak of World War II” Discuss.**

**The rise of dictators in Europe and Asia** created circumstances that led to the outbreak of World War II in 1939. The interwar period witnessed the rise of dictatorial regimes in both Europe and Asia who undermined World peace. For example, there was Benito Mussolini who came to power in Italy in 1922, Adolf Hitler also rose to power in Germany in 1934 while **Hirohito** became Emperor in Japan in 1926. Similarly, General Franco came to power in Spain in 1939 with the support of Benito Mussolini and Adolf Hitler. This alliance of dictators threatened the Western democratic powers like Britain and France which were advocating for the spread of liberal democracy in the entire world. This tension and suspicion between the two sides eventually led to the outbreak of World War II by 1939.

**The revival of the alliance system** in Europe also led to the outbreak of World War II. In the post-World War, I period, the alliance system was initiated by France and was meant to check the German threat. For example, in 1935 France signed a five years' alliance with Russia to assist each other in case of attack by any European country. This alliance was formed after realizing that Germany was increasing her re-armament. In addition to her alliances against Germany, France encouraged Czechoslovakia, Romania and Yugoslavia to form the little Triple Entente. She also signed defensive treaties with Poland and Belgium.

In reaction, Germany and Italy formed an alliance in October 1936 known as the **Rome - Berlin Axis**. It was an understanding between Hitler and Mussolini to work together in their foreign policies as fascists or dictators. In 1938, another aggressor in the Far East known as Japan joined the Rome - Berlin Axis, thus leading to the formation of the **Rome-Berlin-Tokyo Axis** which made the western democratic powers suspicious. Consequently, in 1939 Britain, appealed to France and Russia to form an alliance against Germany and her allies. Therefore, by 1939 the alliance system had put Europe back to a dangerous situation because Europe was again divided into two hostile camps namely; the Allied Powers against the Axis Powers. This increased tension and suspicion in Europe which made the outbreak of World War II inevitable by 1939.

The alliance system also intensified the arms race in Europe which contributed to the outbreak of World War II in 1939. Since hostile camps had been created, it became necessary to manufacture dangerous weapons for purposes of defence in case of any war. This eventually resulted into a dangerous competition in the manufacture of deadly weapons among the Great Powers which brought about the re-armament of Europe that eventually made the outbreak of World War II inevitable by 1939.

**The ideological conflicts in Europe** led to the outbreak of World War II. In the interwar period there existed ideological conflicts in Europe and these were between the fascist or dictatorial states like Italy and Germany and the democratic states of Britain and France joined by USA which were trying to defend the spread of democracy in the world. Fascism was to do with dictatorship and therefore these two ideologies were conflicting. Therefore, the fascists had to fight the democrats which led to the outbreak of World War II in 1939. The conflict is dearly illustrated by Mussolini's statement when he said; "The struggle between the two worlds can permit no compromise, either we or they."

**Nationalism** led to the outbreak of World War II. The Versailles Peace Treaty of 1919 did not fulfil the promise of granting independence to all the nationalities in Europe especially the minorities. Consequently, in the post-World War I period, the minorities insisted that they are either given full independence or allowed to re - unite with their mother countries. For example, the Germans in Czechoslovakia and Poland wanted to go back to Germany while the German speaking people of Austria wanted to be re-united with Germany. When Adolf Hitler came to power in Germany, he exploited such nationalistic feelings and demanded that all the German speaking people in other countries should be annexed to Germany. As a result, in 1938 Hitler occupied Austria in order to fulfil this demand. Hitler also invaded and annexed Czechoslovakia and Poland in 1939 yet these countries had been created as independent states by the Versailles Peace Treaty of 1919. This aggressive nationalism increased enmity in Europe which eventually sparked off World War II by 1939.

**The Great Economic Depression of 1929-1935** played a significant role in causing World War II. Between 1929 and 1935, the world was experiencing a devastating economic down turn or collapse, known as the **Great Economic Depression**. This depression brought about economic hardships such as massive unemployment and poverty in countries like Germany which provoked considerable anger among the citizens. This gave rise to dictators like Adolf Hitler as they de - campaigned the existing governments which had failed to solve the problems of the Great Economic Depression. While these dictators were in power, they got involved in acts of aggression which eventually led to the outbreak of World War II by 1939.

**The revival of the arms race or re-armament of Europe** led to the outbreak of World War II. This started with Germany which revived its navy and also increased the number of soldiers. Military competition intensified as Britain increased its armed forces and its navy and declared that the re-armament programs were to challenge Germany. France and Russia also intensified recruitment of soldiers. They were followed by Japan and Italy and these two increased the arms race. This created tension, suspicion and fear among the European powers which eventually led to the outbreak of World War II in 1939.

**The Spanish Civil War of 1936 – 1939** also led to the outbreak of World War II in 1939. This civil war took place between 1936 and 1939 when the army officers in Spain revolted against the liberal Republican government. The rebel forces chose General Francisco Franco as their leader. During this civil war, the rebels were aided by Adolf Hitler of Germany and Benito Mussolini of Italy with weapons, aircrafts and advisors. Russia on the other side supported the Republican forces of the then liberal democratic government of Spain. However, General Franco and his allies won the civil war in 1939. The Spanish civil war served as a military ground for World War II because Germany, Italy and Russia used it to test their weapons and tactics. It was also a dress rehearsal of World War II as it split the world into forces that either supported democracy or dictatorship in Europe. This division of the world on ideological grounds eventually led to the outbreak of World War II in 1939.

**Aggression** led to the outbreak of World War II in 1939. This aggression was largely promoted by Adolf Hitler of Germany and Benito Mussolini of Italy and their acts of aggression led to the outbreak of World War II by 1939. Adolf Hitler became aggressive as he denounced the Versailles Peace Treaty of 1919 which he regarded as a very unfair treaty to Germany and therefore he embarked on reversing it. For example, on **7<sup>th</sup> March 1936**, Adolf Hitler sent the German troops to occupy the **Rhine land territory** which had been demilitarized by the Versailles Peace Treaty of 1919. Similarly, in **1938** Hitler annexed Austria and in **1939**, the German army occupied Czechoslovakia and the Nazi Party took over power in Czechoslovakia. In the same year, Hitler invaded Poland which move made European countries declare war on Germany hence, sparking off World War II.

**The policy of appeasement** also contributed to the outbreak of World War II. This was a policy that was followed by Britain and later France of avoiding war with the aggressive powers like Germany, Italy and Japan by giving in to their demands. Under this policy, the two Allied Powers of Britain and France deliberately ignored the policies of the aggressive powers so as to satisfy their demands. This would please them and hence help to avoid a military confrontation with the aggressive powers of Germany and Italy. This would therefore prevent the outbreak of another World War. The democratic states felt that Germany and Italy had been treated unfairly at Versailles in 1919 and therefore they reacted to them in sympathy. The policy of appeasement however failed to satisfy at all the needs of the European dictators like Adolf Hitler. Instead, it was misinterpreted and abused so much that it also had to facilitate the circumstances that led to the outbreak of World War II in the following ways;

The policy increased aggression which eventually led to the outbreak of World War II in 1939. This was because it gave Adolf Hitler and his allies the impression that the western powers were weak and that they had feared the Axis Powers. This is what inspired Benito Mussolini to invade Ethiopia in 1935 yet she was an independent country and member of the League of Nations. Similarly, in March 1936, Adolf Hitler sent the German troops to occupy the demilitarized zone in the Rhine lands that had been cre-

ated by the Versailles Peace Treaty of 1919. Adolf Hitler also invaded Austria in 1938 and Czechoslovakia in 1939. Out of this rising aggression, Adolf Hitler invaded Poland on 1<sup>st</sup> September 1939 and even refused to comply to the ultimatum of withdrawing from Poland as issued by the Allied Powers which eventually sparked off World War II.

The appeasement policy also led to the renewal of the arms race in Europe which contributed to the outbreak of World War II. The silence from the western democratic powers of Britain and France helped Adolf Hitler to rearm Germany, recruit more soldiers and pursue rigorous training as well as to invent new weaponry while testing them through his aggressive foreign policy. Therefore, the policy made the European powers to ignore the **Disarmament Clause** of the Versailles treaty of 1919 as Germany declared re-armament programs without being checked. This was adopted by other powers like Italy. This eventually led to the revival of the arms race in Europe which finally sparked off World War II by 1939.

**The weaknesses of the League of Nations** contributed to the outbreak of World War II. Formed in 1920, the League of Nations was characterized by many weaknesses which it unable to act as an instrument of peace. For example, it lacked the good will of some of the major states in Europe like Germany and Russia right from 1920. She also lacked effective means of restraining the strong aggressive states. Between 1920 and 1939 the league was tested and found increasingly wanting as a result of these weaknesses. A case in point was when Japan invaded the Chinese province of Manchuria in 1931 but the league failed to punish Japan over this incident. It also failed to force Mussolini to withdraw his troops from Ethiopia and Greece. It also failed to control German aggression in the demilitarized zone of the Rhine lands between France and Germany, Austria, Czechoslovakia as well as Poland. This aggression therefore became a major cause of World War II by 1939.

The League of Nations also failed to stop the German's re-armament programme and militarism which led to war by 1939. This was a violation of the Disarmament Clause of the Versailles Peace Treaty of 1919 which reduced Germany's military strength. This threatened other European powers which also reacted by re-arming themselves. This eventually led to the revival of the arms race in Europe which contributed to the outbreak of World War II.

**Imperialism** was another factor that led to the outbreak of World War II. Some major powers had imperial ambitions which made them to become aggressive. For example, Japan invaded and occupied the Chinese province of Manchuria in 1931 in order to acquire raw materials like Silk. Italy which did not get many colonies in Africa invaded and occupied Ethiopia. These imperial ambitions were interpreted by Britain and France as acts of aggression which they had to fight against and this eventually led to the outbreak of World War II by 1939.

**The role of the press** led to the outbreak of World War II. The war was sparked off partly due to the poisonous influence of the press in Europe. In Germany, for example, the Nazi government under Adolf Hitler popularized an aggressive program through the press propaganda. This policy extended to other rival states of Europe. For example, Neville Chamberlain's appeasement policy was glorified by the British press. The newspapers also reported events like the military competition showing how each camp was prepared to go against each other and sometimes with exaggeration. These newspapers therefore put Europe into a war mood and thus contributed to the hostility and tension between the members of the Axis powers and the Allied powers which eventually sparked off World War II by 1939.

The **German invasion of Poland in 1939** was the immediate cause of World War II. On **1<sup>st</sup> September 1939**, Germany under Adolf Hitler invaded Poland because of the mistakes made by the Versailles Peace Treaty of 1919. The treaty for example, had left the German population annexed to Poland through the creation of the Polish Corridor and therefore, Adolf Hitler wanted to annex the Germans in Poland to his country. Hitler demanded from Poland the Port or City of Danzig to be given to Germany and those areas with the German population in Poland and if this was not done by 1<sup>st</sup> September 1939, he would attack Poland. With the support of Britain and France, Poland refused to meet Adolf Hitler's demands and therefore on **1<sup>st</sup> September 1939**, he sent the German forces to invade Poland. This made the British Prime Minister Neville Chamberlain to give up his appeasement policy and therefore, on **3<sup>rd</sup> September 1939**, Britain and France declared war on Germany so as to save their ally Poland which this marked the beginning of World War II.



FIG.1: This day in history: 08/06/1945 Atomic bomb hits Japan

## Task

According to you, which of the above factors largely led to the outbreak of World War II? And why?

## Summary

World War II ended with the surrender of Japan on September 2<sup>nd</sup> 1945 aboard the US battleship in the Tokyo bay. This was when the bloodiest and most destructive war in human history was finally over.

### Follow Up **Activity**

**Carry out research and write notes on the following:**

- i) The effects of World War II on Europe
- ii) Reasons why the allied powers defeated the Axis powers

## TOPIC: World War II 1939-1945

### LESSON13: The United Nations Organisation (UNO) Of 1945-1970

By the end of this lesson, you should be able to:

- i) explain the background to the formation of the United Nations Organization (UNO).
- ii) identify the objectives of the United Nations Organization (UNO).
- iii) examine the achievements of the United Nations Organization by 1970.

### Step 1: Introduction

In this lesson, you are going to study about the United Nations Organization. **What was it?**

The United Nations Organization (UNO) was an international organization that was established on **24<sup>th</sup> October 1945** at San Francisco, USA after World War II to replace the defunct League of Nations and it brought together the different countries of the world. It was formed following the signing of the 1941 Atlantic Charter between President Franklin D. Roosevelt of USA and Prime Minister Winston Churchill of Britain. Its formation was concluded after three major conferences namely; the Yalta Conference (February 1945) in Crimea, Russia, the Dumbarton Oaks Conference (August – October 1945) in Washington D.C, USA and the San Francisco Conference (October 1945) in USA. The big powers behind its formation were USA, Britain, France, Russia and China. Initially, the UNO had 51 members and its Headquarters were at New York- USA.



FIG.1: United Nations General Assembly.

### Aims of the United Nations Organisation (UNO)

- i) It was formed to maintain world peace and security in the post-World War II period through collective security. Therefore, it was formed to prevent the outbreak of another World War.

- ii) To enforce disarmament and stop the manufacture of dangerous weapons i.e. to prevent an arms race after World War II.
- iii) To safe guard the world especially the weaker nations from military aggressors.
- iv) To facilitate the decolonization of those countries those were still under foreign domination.
- v) To promote international co-operation after World War II
- vi) To find a way of bringing to justice those who committed crimes against humanity during World War II like the Nazis and Fascists (war criminals) who had conducted mass killing of the Jews, communists and other innocent civilians.
- vii) To promote economic development in the world especially after World War II. It was to mobilize funds and help the Third World Countries to develop.
- viii) To protect the environment against pollution and desertification.
- ix) To fight against all forms of racial discrimination in the world
- x) To eliminate international crimes like drug trafficking and the consumption of narcotic drugs.
- xi) To rehabilitate and resettle the refugees who had been displaced and prisoners of war. The UNO was to provide them with food, water, shelter and medical care.

## **Step 2: Achievements of The United Nations Organisation (UNO), 1945 - 1970**

**Read the text below about the achievements of the United Nations Organization (UNO), and attempt the tasks that follow:**

The UNO increased membership which was an incredible achievement. The UNO was formed in 1945 with 51 members but by 1970, the membership had increased to about 150 members. This strengthened the organization, thus enabling to achieve the objectives of its founders.

It speeded up the decolonization process in the developing Countries, hence granting independence to most colonized countries. Many Third World Countries in Africa, Asia and Latin America that were still under colonialism were supported financially and militarily in their struggles for independence by the UNO especially through the Trusteeship Council. The UNO also condemned colonial rule and persuaded the colonial powers to grant independence to their colonies. As a result, many countries attained their independence by 1970 for example Ghana in 1957, Togo in 1960 as well as India and Pakistan in 1947 among others.

It succeeded in the protection of the rights of the children through its specialized agencies for example, it set up the United Nations International Children's Emergency Fund (UNICEF) in 1946 which helped to provide relief, health care and education to

the children suffering as a result of disasters. It also went ahead to declare the rights of the children in 1959 as a step to guard against the mistreatment of the children in the world which was an important achievement.

It helped to maintain world peace and security to the extent that no major war on a world scale broke out between 1945 and 1970. Through the **Security Council**, the UNO attempted to resolve a number of international conflicts that broke out between 1945 and 1970. Among the major conflicts where the UNO intervened were the Kashmir crisis of 1948, the Korean war of 1950-1953, the Suez crisis of 1956, the Congo Civil war 1960-1962, and the Cuban missile crisis of 1962 among others.

It promoted economic development in the member states. The UNO formed international economic agencies like the **International Monetary Fund** and the IBRD (**World Bank**) which extended or offered a lot of financial assistance to the under developed or Third World Countries for economic development. This assistance greatly helped such countries to raise their levels of investment especially after World War II.

The UNO made efforts to protect the environment against degradation. Through the **United Nations Environmental Programme** (UNEP) based in Nairobi, the UNO tried to combat environmental problems like desertification and pollution caused by industrialization, technological progress and nuclear testing among others. It also created awareness among governments on the dangers of environmental degradation and the policies to reduce such degradation.

It promoted agricultural development as a step towards achieving food security in the world. Through the **Food and Agricultural Organization** (FAO), the UNO funded research and technological development in the agricultural sector. This helped to increase food production among the member countries, thus leading to the attainment of food security in the world between 1945 and 1970.

It improved on the welfare of the workers in the world. Through the **International Labour Organization** (ILO), the UNO put in place labour laws and also labour conditions worldwide in terms of wages and retirement were looked into seriously by the UNO. The ILO also encouraged the formation of trade unions so as to protect the interests of the workers in the world. All these measures led to the improvement of the workers' conditions by the UNO.

The UNO also succeeded in promoting cultural development in the world. The UNO established the **United Nations Educational, Scientific and Cultural Organization** (UNESCO) which helped to promote education for all, press freedom and communication. The (UNESCO) also helped to protect the world's natural and cultural heritage sites in the world which greatly helped to promote cultural development.

The UNO attempted to check the problem of drug trafficking in the world. Before the formation of the UNO, there was rampant drug abuse and addiction that became a social evil. The members of UNO formed the drug trafficking committee to monitor and frustrate the production, sale, transportation and consumption of intoxicating drugs such as opium, marijuana and cocaine. It also carried out sensitization programmes among the member states on the dangers of consuming drugs. By 1970, these measures had drastically reduced the production, sale and consumption of toxic drugs. This restored peace, order and made the world a better place to live in.

The UNO promoted health conditions in the world between 1945 and 1970. Through the **World Health Organization** (WHO), the UNO carried out immunization programmes among the member states which helped to fight against epidemic diseases like small pox, sleeping sickness, measles, tetanus, polio and malaria among others. The UNO also financed the building and renovation of health centres in the member

states, which helped to improve the health conditions in the world up to 1970.

The UNO also tried to solve the refugee problem after World War II. During the course of World War II, many people were displaced from their homes and they became refugees. For example, the many Jews and other people fled Germany and Italy to avoid persecution and massive killing. In the post-World War II period therefore, there was a problem of transferring these people to their individual countries. Consequently, the UNO formed specialized agencies like the **United Nations High Commission for Refugees** (UNHCR) and the **United Nations Refugee and Work Agency** (UNRWA), through which it succeeded in giving relief assistance as well as resettling these displaced persons after World War II. These agencies also helped areas that were affected by wars in the world up to 1970 as a step to deal with the refugee problem.

The UNO also encouraged the trial and punishment of those people who had committed crimes against humanity during the course of World War II. For example, through the International Court of Justice (ICJ) that was based in the city of Hague, in the Netherlands, the UNO tried the Nazis and Fascists (war criminals) who had conducted mass killing of the Jews, communists and other innocent civilians during the course of World War II. This helped to bring about justice in the world.

The UNO campaigned against cultural and racial discrimination in the world. For example, it secured an agreement of the member states to remove all forms of social and economic discrimination against the children as well as the women through encouraging women emancipation. It was also vital in the fight against Apartheid in South Africa and Namibia by supporting anti-Apartheid struggles that were carried out by the Blacks in the above countries.

It established the Jewish state of **Israel** in 1948 which was another achievement. During the course of World War II, many Jews were massacred by the Nazis under Adolf Hitler. As a result, after the war the UNO created the state of Israel in the Middle East to accommodate all those Jews who had been scattered all over Europe. This helped to end the persecution of the Jews and for that matter therefore, the UNO was successful in the protection of the minorities like the Jews.

The UNO encouraged the disarmament process which helped to regulate the production and use of the weapons of mass destruction after World War II. For example, it established the **Atomic Energy Commission** in 1946 and this greatly helped to check on the production of dangerous weapons. It also influenced the signing of the **Nuclear Test Ban Treaty** of 1963 by the member states. It also initiated disarmament negotiations or talks between USA and USSR – the Cold War super powers aimed at reducing the manufacture of dangerous weapons after World War II. These **bilateral** talks came to be known as the **Strategic Arms Limitation Talks** (SALT). The negotiations commenced in **Helsinki** in Finland in November 1969 and resulted into the signing of international treaties involving the two super powers that is **SALT I** of 26<sup>th</sup> May 1972 and **SALT II** of 18<sup>th</sup> June 1974.

#### **TASK I:**

- i) To what extent did the United Nations Organization (UNO) fulfil its aims between 1945 and 1970?
- ii) How successful was UNO in resolving international conflicts by 1970?

## Summary

Despite challenges faced by the United Nations Organization such as, lack of a permanent army, ideological differences of member states, inadequate aid, and the weak disarmament policy, it largely achieved the aims of the founders.

### Follow Up **Activity**

**Carry out research and write down notes on the following:**

- i) Failures of the United Nations Organization (UNO)
- ii) Challenges faced by the United Nations Organization (UNO) between 1945-1970

## TOPIC: The Cold War (1945-1970)

### **LESSON 14: Achievements of the North Atlantic Treaty Organization (NATO)**

By the end of this lesson, you should be able to:

- i) describe the background to the formation of the North Atlantic Treaty Organization (NATO).
- ii) explain the objectives of the North Atlantic Treaty Organization (NATO).
- iii) examine the achievements of the North Atlantic Treaty Organization (NATO).

## Step 1: Introduction

One of the effects of the Cold War was the formation of military alliances in Europe for defensive purposes. The Western capitalist countries led by USA created NATO.

The **North Atlantic Treaty Organization (NATO)** was a defensive and military alliance of the Western bloc countries formed on **4<sup>th</sup> April 1949** in Washington, D.C. The founding members were twelve nations which included USA, the United Kingdom, France, Belgium, Italy, Canada, the Netherlands, Luxembourg, Norway, Iceland, Portugal and Denmark. Greece and Turkey joined in **1952** and West Germany in **1955** as the fifteenth member. It was mainly a defensive alliance against the spread of Russian communism which was a threat to the capitalist powers led by USA. NATO originated from the **Treaty of Brussels** signed on **17<sup>th</sup> March, 1948** by the Western European countries which included Belgium, the Netherlands, Luxembourg, France and Britain. This treaty was intended to protect Western Europe against the communist threat and to bring about greater collective security. NATO had a permanent headquarters in Brussels Belgium.

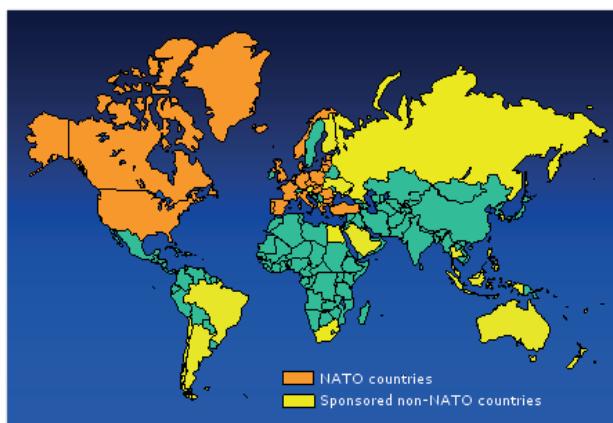


FIG.1: member countries of NATO

## Step 2: Reasons the Formation of the North Atlantic Organisation (NATO) In 1949

**Read the extract below about the reason for the formation of NATO and answer the tasks that follow;**

According to its Charter, NATO was formed to achieve the following aims;

- i) The burning desire by the Western powers to prevent the spread of Soviet or Russian communism after World War II led to the formation of NATO in 1949.
- ii) The desire to maintain peace and stability in the region of alliance (the North Atlantic area) led to the formation of NATO. It was for this reason that the member states of NATO later established a joint military command (SHAPE) in 1950.
- iii) The need to protect the member states against authoritarian or dictatorial rule led to the formation of NATO. Therefore, NATO was to promote freedom and democracy among the member states.
- iv) The desire to defend the independence and territorial integrity of the member states which was being threatened by Russian aggression also led to the formation of NATO in 1949. Therefore, NATO was formed as a bulwark or protection against Soviet or Russian aggression especially in Western Europe.
- v) The need for unity and co-operation among the member states led to the formation of NATO. It was formed to promote **Trans-Atlantic co-operation** between USA, Canada and the Western European countries like Britain, France, Belgium and Italy among others.
- vi) Besides the above aims in the Charter, the formation of NATO in 1949 was prompted by the prevailing circumstances which included the following;
- vii) The rise of Harry Truman in USA led to the formation of NATO in 1949. Harry Truman took over Presidency in the USA following the death of Franklin D. Roosevelt who was the war time President on 12<sup>th</sup> April 1945. Harry Truman formed the North Atlantic Treaty Organisation (NATO) in 1949 so as to keep world peace and also protect Western Europe from communist Russia.
- viii) The effect of the **March 1946 “Iron Curtain Speech”** of Winston Churchill led to the formation of NATO. This speech warned the Western Capitalist powers against the spread of Russian communism and therefore it called for a stronger alliance amongst the Western powers which would stand against the communist Russia. This therefore influenced the Western powers to

- form NATO in 1949.
- ix) The **Truman Doctrine of March 1947** led to the formation of NATO. By this policy, USA gave financial assistance to the Greek and Turkish governments to suppress communist movements in their countries so as to prevent them from falling under Russian influence. America also promised assistance to any country in Europe that was threatened by Russian aggression. This promoted friendship between USA and the Western European powers which facilitated the formation of NATO in 1949.
  - x) The **Marshall Aid Plan of June 1947** also led to the formation of NATO. By this plan, the Americans gave economic aid to both the defeated and victorious nations of Europe for the post World War II recovery programmes. This also promoted friendship and co-operation between USA and those countries in Europe that received the aid. This co-operation eventually led to the formation of NATO in 1949.
  - xi) The **Berlin Blockade incident of 1948 to 1949** by Russia led to the formation of NATO. The threat of the Soviet or Russian blockade of West Berlin City in 1948 to 1949 and the inconvenience it created to the Western powers through the **Berlin Airlift** made them to form NATO so as counteract such threats in future. This was because the Western powers interpreted this as a clear evidence that Russia would aggress extensively in future.
  - xii) The ideological differences between Russia and the Western democratic powers i.e. communism versus capitalism also led to the formation of NATO. This was because it created fear, mistrust and suspicion between Russia and the Western powers.
  - xiii) The Russian imperialism or expansion in Eastern Europe threatened the Western capitalist powers. Russia had taken over a number of countries in Eastern Europe like Poland, Czechoslovakia, Hungary, Bulgaria and East Germany which dominated both politically and economically. This threatened the Western powers which therefore decided to form a defensive alliance against Russian imperialism in 1949.
  - xiv) The imperial interests of the super powers led to the formation of NATO. There was a struggle between USA and Russia to control the world's resources like minerals and strategic areas. As a result, USA influenced the Western European powers to join her and form NATO so as to protect the American political, economic and strategic interests in the North-Atlantic area.
  - xv) The arms race led to the formation of NATO in 1949. After World War II, there was a nuclear arms race between USA and Russia as both super powers competed in the manufacture of nuclear and other weapons of mass destruction. There was therefore a fear among the Western European powers that Russia would use her weapons to attack them. As a result, they decided to form NATO in 1949 so as to defend themselves against any possible Russian aggression.
  - xvi) The setting up of Cominform (Communist Information Bureau) in 1947 caused the formation of NATO. Cominform was set up by Soviet Union as an organization of communist parties designed to supervise their campaign to destabilize the pro-American governments in western Europe and to consolidate Soviet control of Eastern Europe. This aroused suspicion of the western powers on the Soviet activities thus establishing NATO to check on the hostile Soviet activities.
  - xvii) The Treaty of Brussels signed on 17<sup>th</sup> March 1948 by the Western European countries which included Belgium, the Netherlands, Luxembourg, France and Britain led to the formation of NATO. This treaty was intended to protect

Western Europe against the communist threat and to bring about greater collective security. This eventually led to the formation of NATO.

## Task

In line with the above, to what extent did NATO achieve the aims and objectives of its founders?

## Summary

Despite its failure to achieve total unity of the member states, and intensifying the arms race, NATO largely achieved the aims of its founders.

### Follow UpActivity

**Carry out research and write notes on the following:**

Failures and Challenges that are faced by the North Atlantic Treaty Organization (NATO)

## TOPIC: The Cold War (1945-1970)

### LESSON 13: The Causes of Cold War (1945-1970)

By the end of this lesson, you should be able to:

- i) explain the concept of the Cold War.
- ii) examine the causes and consequences of the Cold War by 1970.

## Step 1: Introduction

World War II created two superpowers namely: United States of America (Capitalist) and Russia (Socialist). These two Powers got involved in an ideological war. This was known as the Cold War.

The “**Cold War**” was a global conflict or the **bad relations** between the **Western (Capitalist) Powers** that believed in liberalism and democracy like Britain, France, Canada, Belgium, Italy, Sweden, Switzerland, Norway and Denmark among others led by **USA** and the **Eastern Powers** that believed in **Communism** led by **the Soviet Union (Russia)** and her allies like Albania, Yugoslavia, Poland, Bulgaria, Czechoslovakia, Hungary and East Germany among others. The conflict is referred to as the “**Cold War**” because it did not involve actual fighting. Instead, the rival powers attacked each other with **propaganda** and economic measures as well as a general policy of non-co-operation. The Cold War became a major threat to world peace in the post-World War II period because it was characterized by tension, fear, suspicion, military skirmishes and conflicts between the Eastern or Communist bloc led by the Soviet Union (Russia) and the Western or Capitalist bloc led by USA.

It originated from the ideological differences that existed between the Western Powers and the Soviet Union (Russia). While the Western powers led by the USA wanted the spread of **liberal democracy and capitalism** throughout the world, the Soviet

Union (Russia) on the other hand wanted **communism** to be spread throughout the world. **Communism** is the belief in the system of government ownership of resources like land, factories, railways and banks among others and equal distribution of wealth. On the other hand, **capitalism** believes in private ownership of the factors of production.

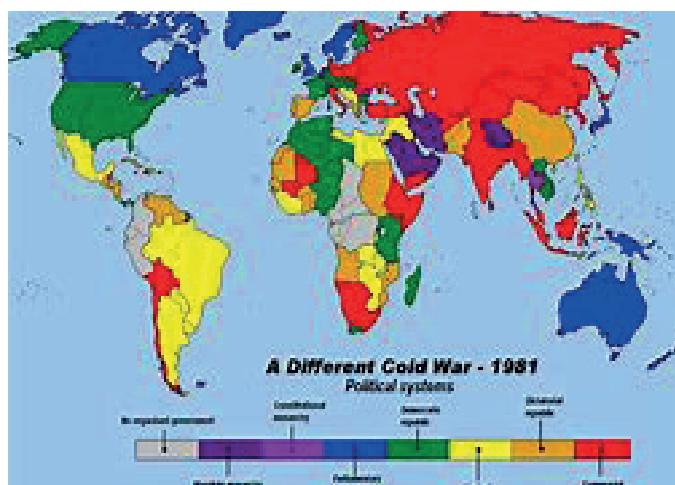


FIG.1: A map showing different blocs of ideologies

## Step 2: The Causes of the Cold War

**Read the text below about the causes of the Cold War and answer the tasks that follow:**

The differences in ideology between the capitalist states led by USA and the communist states led by the Soviet Union (Russia) caused the Cold War. Before World War II, there were marked differences in ideologies in that the Western powers led by USA wanted the spread of **liberal democracy and capitalism** throughout the world, while the Soviet Union (Russia) on the other hand wanted **communism** to be spread throughout the world. After World War II, these differences intensified when USA and the Soviet Union emerged as the leading super powers of the world. This was worsened when communist governments were established by Russia in much of Central and Eastern Europe which divided the continent between two hostile camps or blocs of the communist and non-communist (capitalist) nations with profound political, social and economic differences. The non-communist nations made what came to be called the Western bloc led by USA. The communist countries made up Eastern Europe or the Eastern bloc. These countries were Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Romania and the Soviet Union (Russia). Both blocs gathered allies between 1945 and 1948 and this marked the beginning of the Cold War as it led to fear and suspicion between the capitalist and communist states.

The disagreements in the **Yalta** and **Potsdam** Conferences of **February 1945 and July - August 1945** respectively led to the occurrence of the Cold War. These war-time conferences were held between Britain, the Soviet Union (Russia) and USA to discuss the future administration of Germany after World War II among other issues. However, the Allied Powers failed to agree on the future of Germany. The Western Allied Powers led by USA wanted to create a new Germany under a liberal democratic government while the Soviet Union (Russia) wanted to take over the control of the entire Germany and put it under communism. This therefore sowed the seeds of the Cold War since USA and the Soviet Union (Russia) left the Yalta and Potsdam Conferences of

1945 not reconciled. Consequently, Germany was divided into four military occupation zones with France in the Southwest, Britain in the Northwest, the United States in the South and the Soviet Union in the East. Later, the USA, Britain and France united the Western zones and established the Federal Republic of **West of Germany**. The Soviet Union responded by forming the **Democratic Republic** of Germany in **East Germany**. This division of Germany became a major source of tension between the Western Allied Powers and the Soviet Union after World War II, hence leading to the occurrence of the Cold War.

The spread of communism into Eastern Europe caused the Cold War between Russia and the Western powers. During World War II, Russia liberated a number of countries in Eastern Europe from the Nazi (German) occupation like Poland, Czechoslovakia, Hungary, Romania, Bulgaria and Albania. Consequently, after World War II, Russia established communist regimes in most of these states which spread communism into Eastern Europe. This threatened the Western powers led by USA which were capitalist and therefore they embarked on the policy of trying to **contain** or stop the spread of Russian communism. This increased tension between the Western Powers led by USA and the Soviet Union (Russia) which led to the occurrence of the Cold War.

The **1946 “Iron Curtain Speech” made by Winston Churchill** led to the occurrence of the Cold War. In March 1946, the former British Prime Minister Winston Churchill visited USA where delivered what came to be known as the “Iron Curtain Speech” in which he condemned the policies of the Soviet Union in Eastern Europe. He stated that an “Iron Curtain” had descended across Europe from Stettin in the Baltic Sea in the North to Trieste in the Adriatic Sea in the South. By this he meant the efforts by the Soviet Union to block itself and its satellite states in Eastern Europe from open contact with the western powers. He therefore called for an alliance between Britain and USA against the Soviet Union which he accused of establishing an Iron Curtain across Europe. This speech annoyed the Soviet Union and therefore widened the gap between the Soviet Union (Russia) and the Western powers, thus leading to the occurrence of the Cold War.

The **Truman Doctrine of 1947** also led to the occurrence of the Cold War. The Truman Doctrine was an American foreign policy whose purpose was to counter or contain the Soviet geographical expansion during the Cold war. This policy was put in place in **March 1947** by President Harry Truman who became the USA President after the death of Franklin D. Roosevelt, the war-time president. Through this policy, America gave financial support to the Greek and Turkish governments against communist movements or threats in Greece and Turkey so as to prevent these two states in Eastern Europe from falling under the Soviet “sphere of influence”. Truman further pledged American support for other nations that were threatened by the Soviet aggression or communism. This doctrine threatened the Soviet Union, and therefore caused a conflict between the two super powers which led to the occurrence of the Cold War.

The **Marshall Aid plan of 1947** also led to the occurrence of the Cold War. The Marshall Aid plan, also known as the European recovery program was a United States program providing economic aid to Western Europe following the destruction caused by World War II. It was initiated by the American Secretary of State **George Marshall** in **June 1947** and it was intended to halt or block the spread of communism on the European continent. It was believed by USA that those Western European nations that benefited from this American economic aid would reject communism and instead ally with the USA. What caused the Cold War was that Russia under President Josef Sta-

lin reacted by preventing the states of Eastern Europe where she had influence to go for the Marshall Aid Plan aid even when they would have wished to do so. This greatly annoyed USA, hence causing the Cold War.

**The Molotov plan of 1947** also led to the occurrence of the Cold War. This was the system created by the Soviet Union in 1947 in order to provide economic aid to rebuild the countries in Eastern Europe that were politically and economically aligned to the Soviet Union. It was a counter reaction to the Marshall Aid plan of 1947 and therefore it symbolized the Soviet Union's refusal to accept economic aid from the Marshall Aid plan or allow any of her satellite states in Eastern Europe to do so. This was because of their belief that the Marshall Aid plan was an attempt to weaken the Soviet influence in her satellite states by making the beneficiary countries to depend on the United States of America. Through this system, the Soviet Union even encouraged and sponsored the economic integration of the communist states in Eastern Europe and elsewhere in the world which later led to the formation of an economic organization known as the **COMECON** (The Council for Mutual Economic Assistance) in 1949. This promoted cooperation between the Soviet Union and the communist states in Eastern Europe. This further annoyed USA which trying to contain the expansion of the Soviet influence in Eastern Europe, thus leading to the occurrence of the Cold War.

The “**Berlin Blockade**” incident of **1948 to 1949** led to the occurrence of the Cold War. This was an attempt by Russia to block all roads, railways and canals linking West Berlin and West Germany which was under the Allied Powers. This was aimed at preventing food and other supplies from arriving in **West Berlin** so as to force the Allied Powers out of the city. This created scarcity of goods for the local population and the armed forces of the Western Powers that were still stationed in West Berlin. The Western powers responded to the blockade by organizing the “Berlin Air Lift” of June 1948 – May 1949 to carry supplies to the people of West Berlin which was a difficult task, given the big size of the city’s population. The Soviet Union did not disrupt the air lift for fear that this might lead to open conflict. She instead decided to lift the blockade of West Berlin on 12<sup>th</sup> May 1949. This incident increased the enmity between the Soviet Union (Russia) and the Western Allied Powers which led to the occurrence of the Cold War.

**The revival of the arms race led to the occurrence of the Cold War.** After World War II, there was a nuclear arms race or competition in the manufacture of nuclear weapons between USA, the Soviet Union (Russia) and their respective allies. For example, in 1949 Russia developed an **Atomic bomb** which shocked the Western Powers. This was a challenge especially to the monopoly of the Americans in the manufacture the atomic weapons and technological warfare. This marked the birth of the competition between the two super powers to develop weapons capable of destroying all their opponents within the few minutes. The United States reacted to the competition by developing “**nuclear bombs**” as well as the “**Hydrogen bomb**” in 1952. Russia also did the same in 1953. This increased tension between the Western and Eastern blocs, thus leading to the occurrence of the Cold War.

**The success of the Chinese Revolution of 1949** also led to the occurrence of the Cold War. This revolution involved the defeat of the Nationalist government of Chiang Kai-Shek in China which was under American support. The government was defeated by the communists under the leadership of **MAO TSE-TUNG** who was supported by the Soviet Union (Russia) and he established a new government he called the **People's Communist Republic of China** in **October 1949**. The Nationalists who had been defeated took over the neighbouring Island of **Taiwan** and regarded themselves as

the true Chinese and were even recognized by the UNO. The presence of a communist regime in China supported by the Soviet Union (Russia) increased the enmity between Russia and the Western powers that supported the Chinese in Taiwan, thus leading to the occurrence of the Cold War.

The role of the international press propaganda caused the Cold War. The newspapers in USA and Britain like the “**New York Times**” and the “**Daily Telegraph**” respectively and those in Russia published information about their rivals, including military secrets, sometimes with exaggeration. This negative press propaganda poisoned the minds of the politicians in either camps. This increased tension between the Western Allied Powers led by USA and the Soviet Union (Russia) which led to the Cold War.

The **fall of compromising leaders** led to the occurrence of the Cold War. Both the Western and Eastern blocs witnessed the disappearance of good and compromising leaders who had struggled to promote good international relations. These were instead replaced by uncompromising leaders who got involved in bitter exchange of words that built tension and worsened the already fragile relationship between the West and East. For example, there was President Franklin D. Roosevelt of USA who died on **12<sup>th</sup> April 1945** and was replaced by Harry Truman. In Britain, there was Prime Minister Neville Chamberlain who was replaced by Winston Churchill in **October 1940** while in the Soviet Union (Russia), there was Vladimir Lenin who was replaced by Premier Josef Stalin in **1924**. The presence of such new and uncompromising leaders, therefore increased the hostility between the Western powers and the Soviet Union (Russia) which led to the occurrence of the Cold War.

The impact of the spying network system also caused the Cold War. In the post-World War II period, a number of spy networks or agencies were formed by the two rival camps which secretly collected both military and intelligence information from their rivals. This information was then published in the different newspapers which worsened the relations between the Western and Eastern blocs. For example, there was the **Central Intelligence Agency (CIA)** and the **Federal Bureau of Investigations (FBI)** of USA, KGB (the committee for state security) of the Soviet Union (Russia) as well as the **MOSSAD** of Israel. This increased fear and suspicion that eventually led to the occurrence of the Cold War.

The struggle to control the world economic resources also led to the occurrence of the Cold War. There was a bitter struggle between the Western powers led by USA and the Soviet Union (Russia) in the post-World War II period to access and dominate the economic resources of the world especially minerals like oil, diamond and gold. This together with the desire to control the strategic places of the world like the Suez Canal in Egypt, Constantinople in Turkey, the Mediterranean and Black Seas as well as the Cape of Good Hope in South Africa made the two super powers and their allies to clash in the different parts of the world. This increased tension between the two rival camps which eventually brought about the occurrence of the Cold War.

**The Korean crisis of 1950-1953** also caused the Cold War between the Western powers and the Soviet Union (Russia). The Korean Peninsula had been part of the Japanese Empire but after World War II, Korea was split into two divisions (North and South Korea). However, in **June 1950**, North Korea which was supported by communist Russia under **Josef Stalin** invaded South Korea which was capitalist and democratic. The USA through the UNO intervened to stop the invasion by supporting South Korea. The result was that a peace agreement was signed and the hostilities temporarily ended. This confrontation between USA and the Soviet Union (Russia) increased the enmity

between the two super powers, hence leading to the occurrence of the Cold War.

The **Arab – Jewish conflict** in the Middle East caused the Cold War. This conflict originated from the bad relations between Israel and her Arab neighbours like Syria, Jordan and Egypt since **1948** when the Jewish state of Israel was established on what the Arabs called their land. Both the Soviet Union (Russia) and the Western powers conflicted over this issue because the two rival camps gave arms, funds and technical advice to the warring parties. The Western powers supported Israel while Russia supported the Arab states. This increased enmity between the two sides which led to the occurrence of the Cold War.

The struggle for world supremacy or dominance between USA and the Soviet Union (Russia) also led to the occurrence of the Cold War. These two nations had emerged as the leading super powers after World War II, replacing Britain and France which were the traditional super powers in the world. In the post-World War II period, each of these two super powers wanted to outcompete the other. As a result, they tried to get as many allies as possible especially in Africa, Asia and other strategic areas of the world, leading to clashes between the two super powers. These clashes increased the enmity between the USA and Russia together with their respective allies which led to the Cold War.

The weakness of the United Nations Organization (UNO) led to the occurrence of the Cold War. The UNO as an international organization set up in 1945 was charged with the responsibility of maintaining world peace after World War II. The USA and the Soviet Union (Russia) were permanent members of the Security Council of the UNO, but the UNO failed to stop these two super powers from producing weapons of mass destruction in the post-World War II period. This revived the arms race not only between these two super powers but also in the entire world which eventually contributed to the occurrence of the Cold War.

## Task

From the above extract, discuss the main features of Cold War politics in Europe between 1945-1970.

## Summary

It was Cold War because the struggle was “Cold” as there was no actual and real fighting between Russia and her former allies, that is to say, USA, Britain and France. Although the Cold War was manifested openly in the aftermath of World War II, it started mildly after the 1917 Russian revolution which led to the birth of communism in Russia.

### Follow Up **Activity**

**Carry out research and write notes on the effects of the Cold War.**

## TOPIC: The Cold War Politics (1945-1970)

### LESSON 15: The European Economic Community (1953-1970)

By the end of this lesson, you should be able to:

- i) explain the background to the formation of the European Economic Community.
- ii) identify the objectives for the formation of the European Economic Community
- iii) examine the achievements of the European Economic Community.

### Step I: Introduction

The European Economic Community (EEC) also called the **European Common Market** was a regional organization or association of European countries that was set up to promote economic integration (unity) among the member states. It was established in **1957** by the **Treaty of Rome** with its headquarters based in the Belgian capital of Brussels and it became operational on **1<sup>st</sup> January 1958**. The original members were six Western European countries that included France, West Germany, Italy, Belgium, the Netherlands and Luxemburg. The formation of the European Economic Community (EEC) was part of a wider effort to economically integrate Western Europe after World War II which had started with the establishment of the European Coal and Steel Community (ECSC) in 1952.



FIG.1: The European Economic Community flag.

The major objectives behind the formation of the European Economic Community (EEC) included the following:

- i) To create a common market among the Western European nations.
- ii) To promote peace and liberty among the European people.
- iii) To build a political union of the states of Western Europe.
- iv) To uplift the socio-economic conditions among the member states.
- v) To economically resist the spread of communism in Europe.
- vi) To enable the free movement of persons, services, goods and capital in a single area.

## Step 2: Achievements of The European Economic Community

Read the text below about the European Economic Community and attempt the task that follow:

The European Economic Community promoted trade among the member countries. The members of the European Economic Community (EEC) abolished all tariffs affecting trade among themselves. They also set up a common tariff on goods imported from other countries into any community member. This therefore encouraged smooth trade relations among the Western European nations which was an incredible achievement. For example, between 1960 and 1961, trade increased in the region by 29%. This therefore boosted economic development in the region.

The European Economic Community (EEC) increased **productivity** in the region. This was due to the expansion of the market. The European Economic Community (EEC) brought together six Western European nations with total population of about one hundred and seventy million people by then. This therefore created a large market that stimulated the production of both industrial and agricultural goods in the region which was another incredible achievement of the community.

The European Economic Community (EEC) influenced the establishment of common price levels for the agricultural products by 1962 which was another important achievement of the community. The European Economic Community (EEC) was composed of leading agricultural nations in Europe like Netherlands and France and therefore the community embraced agriculture as one of its pillars for the development of the region. As a result, in 1962 the community set up common prices for agricultural products like wheat. This helped to protect the farmers in the region from exploitation, thus improving the agricultural sector.

Similarly, the European Economic Community (EEC) established a Common Agriculture Policy (CAP) for the region to support agricultural programmes among the member states. The CAP set up a free market system for agricultural products inside the European Economic Community (EEC) and also established protectionist policies that reduced competition from the agricultural products of other countries outside the community. This enabled the European farmers to earn sufficient revenue from their products which was a major achievement of the community.

The European Economic Community (EEC) encouraged the formation of similar trading groups in Europe like the **European Free Trade Association** (EFTA). The EFTA was established on **3<sup>rd</sup> May 1960** to serve as an alternative trading bloc for those European states that were unable or unwilling to join the European Economic Community (EEC) and the member states included Austria, Denmark, Norway, Portugal, Sweden, Switzerland and the United Kingdom (Britain). It was set up by the **Stockholm Convention** that was signed on **4<sup>th</sup> January 1960** in the Swedish capital by the above seven countries. This further promoted economic integration in Europe.

The European Economic Community (EEC) helped to increase the economic welfare of the citizens of its members. Since the late 1950's up to 1970, the European Economic Community (EEC) member states like France, Belgium, West Germany and Luxembourg experienced rapid economic growth characterized by industrial and agricultural expansion. This resulted into more employment opportunities in the region which increased the per capita income (income per person). This therefore contributed to the improved standards of living among the citizens of the member states of the European

Economic Community (EEC) which was a major achievement up to 1970.

The European Economic Community (EEC) promoted democracy in Europe. The European countries that were undemocratic were forced to carry out political reforms as a requirement to gain membership to the European Economic Community (EEC) which was made up of democratic nations. For example, in 1962 Spain requested to join the European Economic Community (EEC). However, because Spain under General Franco was not a democratic country, all the member states rejected this request in 1964. This forced the Spain and other undemocratic countries of Europe like Portugal and Greece to embark on the democratic process as step to gain access to the European Economic Community.

The European Economic Community (EEC) encouraged the free movement of persons (labour), capital and services among the member states. This therefore enabled people from one-member state to live and work in other member countries. For example, many Italians went to West Germany where they secured employment opportunities. Similarly, in the sports field there was free movement of talented players from one-member state to go and play in other member countries. The European Economic Community (EEC) went ahead to protect the rights of the workers of the member states who took jobs in the member states. All this brought about economic development in the region.

The European Economic Community (EEC) resisted the spread of communism from the Soviet Union (Russia) to the rest of Europe. The community was set up during the time of the Cold War between the Western powers led by USA and the Eastern powers led by the Soviet Union (Russia). During this Cold War era, Russia was determined to extend her ideology of communism to the rest of Europe, including Western Europe so as to expand her geographical sphere of influence. The formation of the European Economic Community (EEC) in 1957, however, created a single trading bloc in Western Europe. This therefore economically and politically strengthened the region, thus enabling it to resist the spread of communism from Russia up to 1970, which was one of the major objectives behind the formation of the community in 1957.

The European Economic Community (EEC) promoted unity among the member states. The community was set up in 1957 to promote European economic unity into a single common market and later on bring about political unity in the region. By bringing together six Western European nations that included France, West Germany, Italy, Belgium, the Netherlands and Luxemburg, the European Economic Community (EEC) therefore succeeded in achieving this objective of promoting unity in the region by 1970 especially in the economic field.

The European Economic Community (EEC) promoted reconciliation among the Western European nations after World War II. Politically, the European Economic Community (EEC) aimed at reducing tensions in the region in the aftermath of World War II. In particular, it was hoped that the integration of Western Europe would promote a lasting reconciliation of France and Germany, thereby reducing the potential for war in the post-World War II period. Indeed, when Germany (West Germany) became one of the founding members of the European Economic Community (EEC), this assisted her to reconcile with the countries it had fought with during World War II especially France. The community also promoted reconciliation between France and the members of NATO who were in the European Economic Community (EEC) like Belgium, Italy, the Netherlands and Luxemburg for some time. This therefore helped to create stability in the region.

The community also facilitated the re-construction of Europe after World War II which was another incredible achievement. World War II had caused massive destruction of infrastructures like roads, railway systems and industries among others in Europe, thus posing a challenge of recovery in the post-war period. In order to deal with this challenge, the European Economic Community (EEC) set up the **European Investment Bank** in 1968 which provided capital to the member states to reconstruct their economies. For example, such money was used to reconstruct roads, railways and industries that had been destroyed during the war, thus bringing about rapid economic recovery in Western Europe.

## Task

- i) According to the above extract, to what extent did the European Economic Community achieve the aims of its founders?
- ii) Compare the aims of European Economic Community with the aims of the East African Community.

## Summary

Despite the failure by the member states to sink their national differences in accordance with the aims of its founders, the European Economic Community largely achieved the aims of its founders.

### Follow Up**Activity**

Using any History textbook, make research on the following and write your findings in your notebook;

- i) Events that led to the formation of the European Economic Community (EEC).
- ii) Failures of the European Economic Community (EEC).
- iii) Objectives of the Strategic Arms Limitation Talks (SALT)
- iv) Impact of the Strategic Arms Limitation Talks on Europe.

**Stay safe and Wash your hands, Covid-19 Kills.**

## TOPIC 7: The Colonial Economy

### LESSON 1: The Features of Colonial Economy

By the end of the lesson, you should be able to:

- i) analyse the salient features of the colonial economy in Africa.
- ii) assess the impact of the colonial economy in Congo.

#### Materials needed

pens, notebook/braille, pencil

### Step 1: Introduction

In your lower secondary, you studied about colonial economic policies in East Africa. This was the type of economy introduced by the colonialists in their colonies in Africa. It simply means the nature and administration of the colonies. Colonial economic policies were to a great extent similar. They essentially aimed at developments or rather exploitation and boosting of national prestige back home. So, whether the colonial economy was British, Portuguese, Italian, French or Germany, the policies were similar. All colonial powers that participated in the colonial process did so mainly due to economic considerations. Having secured territories, they came up with economic policies to create markets for their manufactured goods in Europe, acquire sources of raw materials for their home industries, to invest their surplus capital and settling their excess population.



**Figure I. Tea farming introduced by the colonialists**

### Step 2: The Features of the Colonial Economy in Africa

**Read the extract below about the features of the colonial economy in Africa and answer the task that follow:**

In all the colonies, the colonialists laid emphasis on agriculture development. The reason for this was basically to make Africans produce the required tropical crops which were required as raw materials to supply the Metropolitan industries. In this policy, emphasis was laid on the introduction and encouragement of growing crops like

cotton, sisal, pyrethrum, ground nuts, palm trees, rubber, cocoa, coffee, sugar canes. These would in turn be exported to the European countries to feed their industries. Having exported these items, the Africans would in turn earn an income from the sales of their crops and would automatically create a market for the imperial manufactured goods.

In the same view and spirit, the African farmers would spare some money for paying taxes which would be in turn collected to finance the administration of their own colonies. That is why there was taxation in all the colonies. The colonialists would in this way save his tax payers money. The policy led to collapse and decline in the production of the staple food or food crops in the name of producing cash crops which led to famine in some areas like French West Africa such as Dahomey, Ivory Coast, Niger and Chad. In Sierra-Leone and Liberia, rice had to be imported as early as 1990 to feed the population. The Tiv of Nigeria also faced a similar problem. Secondly emphasis of cash crop production turned African communities into dependencies on European countries for food aid and medical care.

On the other hand, all the colonial economies were characterized by the whites' monopoly in the mining sector. All the mineral deposits in Africa, those that had been known and those that had yet to be discovered belonged to the colonial government who had the mining and export monopoly. The minerals never benefited Africans throughout the period 1855-1914. However, in some areas, exploitation had some advantages for instance, Africans were employed in the mines, it led to urbanization as in the Congo and the general improvement in standards of living. Like in South Africa. However, Africans in the mines were underpaid. African skills and semi-skilled geologists like those of ancient Zimbabwe were ignored.

Another feature of colonial economy was trade. Trade direction of the colonies was designed to benefit the colonial masters only rather than the colonies. According to the colonial agreements signed by the various colonial powers and their colonies, no colony was supposed to sell (trade with any European power save her colonial master) although this was not true for the colonial master. In this way, the colonies were exploited to the maximum (would determine the prices because she was the chief buyer)

The Europeans and the European firms, dominated trade more especially the import and export trade. This was attained by squeezing the African business men almost completely out of participation in external trade with European countries and this was done through heavy taxation and high transport costs. This in turn suffocated and killed the African Merchant class such as the class of Nyungu Ya Mawe, Nana of It-sekiri, Jaja of Opobo and Tippu Tip.

This kind of trade relationship greatly undermined the development of African economies in as far as the development of international trade was concerned. While the African economies/ colonial regions participated in international trade, they benefited very little simply because of the profits reaped by the European firms were not re-invested in the colonies but rather repatriated to their home countries. While their owners grew richer, Africa was milked dry.

Another characteristic of the colonial economic policies was the total neglect of modern industrial development not until the end of world war 11. To control monopoly for source of raw materials and market for their manufactured goods in Africa, Europeans extremely discouraged the setting up of manufacturing industries in Africa. For example, in Egypt Lord Cromer just established processing plants for cotton raw materials while cotton cloth textile industries remained monopoly of metropolitan British. The

establishment of industries in Africa would actually bring about competition with the Colonial governments at home. He set up tariffs on locally manufactured foods and on imported coal. He put heavy fines on smokers to kill the tobacco industry. Consequently, Egypt which was one of the producers of best quality cotton of the time continued to import cotton from Britain.

The development of modern transport and communication networks based on especially the establishment of railway lines, roads, harbours, steamship services along navigable water bodies, telegraph lines and modern towns that later transformed into cities. What was rather amazing about these developments everywhere in Africa was the direction of these transport networks whether roads, railway etc. All the routes were directed from the control of the coastal areas from the ports and harbours or towns to those areas that possessed economic potentials. They were designed to exploit the continent rather than develop it like the Uganda railway (1896-1901), the name itself suggests the exploitation of Uganda rather than Kenya where it passed. The examples of such infrastructure include; the 1880 St. Louis-Dakar line, the Kankan railway line which linked Conakry which linked Niger in 1914 and the Tanganyika Central line from Tanga-Karagwe in 1893. In Southern Africa, there was the Cape-Johannesburg-Kimberley-Natal complex 1880-1914. Even in the Congo and Angola, constructions were made.

Roads were also constructed to link up and feed the railway lines. It is for this reason that by 1914 there was no trunk roads to the seas but rather to feed the railway lines. The effect of this policy, was that the colonial government failed to develop an international railway system similar to that of Europe. This hindered the growth of a closer economic union ties among the African colonies (because each colony had to develop separately).

### **To what extent did the Africans benefit from the development of transport in Africa by the Colonial masters?**

The economic development of the colonies was based on the use of unpaid labour (forced labour). Forced labour was encouraged to reduce on the costs of constructing public utilities such as roads, railway lines, government buildings etc. It took on various names in the various colonies of the various colonial powers. In Congo for example, forced labour was called Contract labour and sometimes corrective labour (due to failure to pay tax) and other areas collective labour (communally done).

The health services were meant to keep the Africans in good health because the scope and standard of health services provided were poor and strictly limited and the royalists' government employees and big firm employees like Sir Albert Cook's hospital for only the royalists.

All colonial powers encouraged education in their colonies but the brand of education was designed to suit the needs of the imperial powers and the colonial economy and that was the production of Clerks (doing paper work), entrepreneurs, catechists to the European missionaries, house keepers, teachers (for fellow Africans) etc. such education emphasized a literal education and ignored vocational and high level of technical education.

Land alienation was carried out. This was the worst form of African exploitation of natural resources in colonial Africa. Land and good fertile land were often given to

white settlers wherever they existed. While large chunks of land were taken over as crown land like in Kenya, in Southern and Northern Rhodesia, the Southern Highlands of Tanganyika, Algeria, the French settlers took over land, in Congo, large tracks of land were taken over by the Concessionaire companies.

The policy of taxation. All the colonial powers taxed their subjects to raise revenue for the colonial governments to fund their administrations without burdening their tax payers as this was in fulfilment of each colony to be self-reliant. And because of this, various taxes were introduced with various names like Hut, gun, graduated, poll, labour taxes, trade duties, custom duties. The method of collection was brutal and harsh at times making taxation a sound cause for resistance for example the hut tax war of 1898 in Sierra Leone.

Taxation was also important in forcing Africans either to grow cash crops or work on European farms in order to get money for paying taxes. In some areas such as the Congo Free State and Angola, taxes were paid in form of natural products (in kind) and animals. Failure to pay taxes in these areas would result into confiscation of property and sometime mutilation.

## Task

- i) From the above extract, discuss the role of Africans in the colonial Economy.  
Write down your answers in your notebooks.
- ii) In your opinion do you think colonial economy had an impact on economic development of Africa? Give reasons for your answer.

## Summary

The colonial economy was largely intended to fulfil the economic motive of scramble and partition. Therefore, the colonial economy was designed in such a way that it solved the economic interests of the colonizing power, for example, it could provide the raw materials, market for manufactured goods and land for their surplus investments. And through taxes, Africans would meet their costs of administration.

### Follow Up **Activity**

Research about the impact of colonial economic changes in Congo. Write down your findings in your note book.

## TOPIC 7: The Colonial Economy

### LESSON 2: The Uganda Railway, A Case Study of Development of Transport Network for Colonial Development

By the end of the lesson, you should be able to:

- i) Account for the establishment of the Uganda railway between 1896 up to 1931.
- ii) Identify the problems encountered while constructing the Uganda Railway.

**Materials needed:** Pens, Notebook/a Brail and a pencil

#### Step 1: Introduction:

In the previous lesson, you studied the features of the Colonial economy in Africa and among them was the development of transport. This was one of the important colonial policies. Roads, railways, ports and harbours were put in place irrespective of whether the colonial power was Britain, France, German, Portugal, Italy or otherwise. By 1914, many transport systems had been developed in West, South, Central and East Africa and among them was the Uganda railway constructed in East Africa by the British.

The Mombasa-Kisumu railway was referred to as the Uganda railway that was constructed from Mombasa to Port Florence (Kisumu). It was called so because till 1902 the land to almost 50 miles to the west of Nairobi was in Uganda and moreover British main interests then lay in Uganda. Its construction started in 1895 when Lord Salisbury became prime minister in Britain. The line was built by British Engineers and 32000 Indian (Laboure's) Coolies as the local population refused to offer labour. Work began in 1896 and by 1901 it had reached Kisumu.

Despite all these, the Uganda railway took long to be completed. **Why?**



**Figure I: The construction of the Uganda railway**

#### Step 2: The Reasons for the Construction of the Uganda Railway

Read the text below about the reasons for the construction of the Uganda Railway

**and answer the questions that follow:**

A number of reasons led to the construction of the Uganda railway but the popular belief is that the railway was to enable the smooth economic exploitation of the Uganda protectorate.

**The need to open up Uganda for resource exploitation.** It was believed that Uganda had a resource potential and the railway once constructed, would provide cheap and quick transport even for bulky products. In this way, it was alleged that there would occur the economic development of the protectorate.

**The strategic factor.** Britain had strategic interests and the railway was to serve as a strategic link between Egypt and the East African coast. Moreover, if British interests in Egypt were to be secure, then the railway was necessary to enhance a firm grip over Uganda the source of the Nile waters. Besides, the line was to be used against the Belgians in the Congo in case of an attack. On the surface these arguments seem convincing. But what ought to be noted is that neither Uganda nor Egypt nor Belgium Congo were devoid of economic resources that Europe badly needed at that time such as coal, copper and cotton.

**Administrative reason;** it was also claimed that the railway was to ease the administration of Uganda which it was to link up and Kenya which it was to pass through. In April 1893, Gerald Portal had declared a Protectorate over Uganda and now it was necessary to affect the administrative control and development of resources. Administrators and troops to establish "peace" would be quickly moved in to silence nationalistic groups such as the Nandi, the Masai and the Banyoro but why was there resistance?

**The Berlin conference and the doctrine of effective occupation.** In the Berlin Act, it was stipulated that, any European power claiming a part of Africa had to back up the claim through an effective degree of authority and administration. Thus, as a sign of effective occupation, following the Berlin conference, the Uganda railway was constructed. It should be noted however that, the powers at the Berlin conference of 1884-85 had varying motives including economic ones.

**The humanitarian views.** Lord Salisbury was able to elicit public as well as parliamentary support to build the railway by appealing to the anti-slavery sentiment. It was believed that the railway would help to stop the inhuman slave trade and slavery and in return facilitate the development of legitimate commerce since slave trade had lost economic value in Europe at this time.

It is also suggested that, the railway was built to ease the evangelization and Christianization of the East African interior particularly Uganda. It would serve the moving in of evangelists and reinforcements. What we ought to remember, however is that the so-called sons of God also got involved in other activities outside Christianity such as provision of health and education. The case of Buganda shades light on this claim.

**There was need to make the British colonies self-reliant** so as to enable them pay their own administration that was so costly. The Uganda experience for example had thrown the Imperial British East African company into a financial crisis and therefore, it was high time that the situation was rectified hence the construction of the Uganda railway.

## Task

In line with the above extract, discuss the view that the economic factors led to the construction of the Uganda railway?

### Step 2: The Problems Encountered during the Construction of the Uganda Railway

**Read the text below about the problems encountered during the construction of the Uganda railway, and answer the questions that follow;**

There were a number of problems that were encountered during the construction of the Uganda Railway and these included the following;

**Tropical Diseases;** the railway workers suffered disease attacks that ranged from malaria, sleeping sickness and small pox, jiggers caused a lot of suffering and misery particularly to the Indian coolies. Consequently, the numbers of workers reduced due to deaths at times the feet wire amputated due to the jigger effect.

**Labour shortage;** in the beginning, it was expected that Africans would be a source of labour for the railway construction. But this was a miscalculation. Africans were suspicious of a whole project and the whites. The Nandi referred to them as "devils". They did not understand the motive of the railway construction. Pastoral tribes of Kenya such as the Masai and Nyika preferred their way of life. Consequently, the labour problem had to be solved by importing Indian Coolies to provide the skilled labour and unskilled service in a new and an unfamiliar environment

**Financial constraints;** the construction of the railway should have started earlier than 1896 but the Imperial East African British East African Company (IBEACO) could not pay for the cost. The construction of the line to Kisumu had cost the British 8 million pounds, a figure that was four times what Macdonald had estimated in 1892. This showed that the cost was far much higher the original estimates.

**Geographical Barriers;** this included the dry waterless Nyika plateau that posed a problem of water shortages. As the railway progressed towards the Kenyan highlands, the construction met the challenges of the high altitude. Beyond Nairobi, lay the rift valley escarpments for the various riverbeds had to be bridged. These setbacks did not only delay the progress but also soured the already shaky financial status i.e. land/unfavourable landscape.

**Wild game/life;** this was a pronounced set back at Tsavo where the major threat was posed by Lions (human eaters). Work had to come to a standstill. Thanks to Colonel Paterson who hunted and short down the "man eaters" that work resumed.

**Unco-operative African societies;** these included the Masai and Nandi. The most pronounced hostility however came from the latter. Recalling Orkoiyot Kimunyole's prophesy about the "big snake", the Nandi became increasingly suspicious of the railway passing through their area. They refused to supply water and food to the railway workers. Besides, led by Koitalel Arap Samoei, they staged a resistance, raiding railway camps killing workers, looting construction materials, cutting telegraphic wires and destroying the railway construction.

**Engineering and technical problems;** In most cases the work was held by machine breakdown. The distance from home made it difficult to procure spare parts. The

physical set up such as the rift valley and the highlands all disturbed the engineers and delayed their work.

**Language barrier;** Amidst above problems, the railway constructors had a problem of communication with East African people. Some were Indians, others were Englishmen and therefore communication with Africans was not easy.

## Task

As a student of history suggest ways how the above problems would be solved.

## Summary

The colonial economies in Kenya and indeed Uganda were greatly determined by the Uganda railway. Although the line was originally meant for political reasons, it had many economic effects especially for Kenya. It opened up the interior for European settlement and consequently exploitation of British East Africa (Uganda and Kenya). Despite being called the Uganda railway, it had more effects on Kenya than Uganda.

## Follow Up **Activity**

Carry out research from any related textbook,

- i) Analyse the effects of the construction of the Uganda Railway.
- ii) The factors that favoured development of plantation Agriculture in East Africa.
- iii) The colonial effects on the growing of plantation cash crops in East Africa.

## TOPIC 8: North East Africa

### LESSON 3: The History of Egypt Between 1855-1914

#### Materials needed:

Pens, notebook/a brail, pencil

By the end of the lesson, you should be able to:

- i) trace the background of Egypt from the time of Muhammed Ali.
- ii) examine the reforms of Khedive Ismail in the history of Egypt.
- iii) discuss the causes and effects of the Urabist revolt in Egypt.

### Step I: Introduction

Egypt, located in North East Africa borders the Mediterranean Sea to the North, Libya to the West, Sudan to the South and Israel in the North East as well as the red sea in the East. This land of the Pharaohs was for quiet sometime under foreign rule. At one time she was under the Mamelukes who were later on replaced by the Ottoman sultanate. She was also under Britain and France during the era of the revolution (French Revolution).

### Step 2: The Background of Egypt

**Read the extract below about the background of Egypt and answer the tasks that follow:**

The history of Egypt between 1855-1914 Centre's around the leadership of great men, her loss of independence to the British as well as the reign of Lord Cromer the British imperialist.

Between 1805 and 1849 Egypt was under the reign of Muhammed Ali who has been regarded as a great modernizer who improved the Egyptian economy. He was succeeded by Abbasi I whose reign was short lived (1849-53).

History has it that Abbasi I was a direct opposite of Ali (He was a weak leader). He totally destroyed the Egyptian foundation that Ali had set up. In 1853, Abbasi was succeeded by Said. Said was educated in France and was highly westernized. He surrounded himself with European friends and also shared Ali's vision and he derived to modernize Egypt.

However, Said lacked the shrewd sense of political realism a fact that later ruined Egyptian independence. During his reign Egypt attracted many foreign investors in various sectors of economy and various schemes. Bankers for example advanced loans with low interest rates to the economy which conditions were only favourable to foreign investors since they had the collateral security needed by the banks.

In the construction of the Suez Canal for example which linked the Mediterranean Sea to the red sea by the French constructor Ferdinand de Lesseps the bulk of the shares remained in French hands. And because Said did not have the necessary finances, he resorted to European bankers who gave him huge loans at very high interest rates.

By the time of his death he had borrowed way over 14 million pounds. This loan laid foundation for the burden for the future generation.

Said was succeeded by Ismael Pasha who did very little to rescue Egypt from this disastrous situation of debt. Many historians have failed to ascertain his true character. Some have labelled him as a weak, cunning and selfish, pleasure-seeker who continued to borrow foreign funds and later refused to repay.

It's against this background and reason that he has been held responsible by many for paving way for Egyptian loss of independence to the British in 1882.

On the other hand, however, others rightly described Ismael as a shrewd progressive and enlightened ruler with the best interest of Egypt at heart but only fell victim of the swindling tactics and unscrupulous Europeans.

This description seems to be a true description for Ismael for he indeed wanted Egypt to develop but did not have the necessary funds and that's why he borrowed. The high interest rates and the tricks of the Europeans rendered him helpless to pay. One should only condemn him on the grounds that he lacked the cleverness and the sense of proportionality to carry out his plans to success.

Ismael tried to carry on too many projects too quickly and on a very large scale for the Egyptian economy to shoulder. He constructed 1000km of irrigation canals, 1500km of railway, 8000km of telegram lines. He also constructed 4500 elementary schools to fight against illiteracy and yet he was too extravagant. He spent enormous funds on personal affairs for example, at the opening of the Suez Canal in 1869 one million pounds were spent.

In his foreign policy, he was equally extravagant, ambitious. He carried out an expansionist policy to extend the borders of Egypt and exert his power and influence in Africa. He employed foreigners who were very expensive and yet caused opposition to him at home particularly from the nationalists such as Afghan and Urabi Pasha. Among the foreign expatriates were Charles Gordon (the last), Emin Pasha and Sir Samuel Baker to conquer, and govern the Sudan on his behalf.

He also dispatched expensive military expeditions against Ethiopia and yet he was defeated by Menelik II of Ethiopia up to this particular period, Egypt was still under the Ottoman empire as a mere province of the Empire. But unlike his (great) grandfather Muhammed Ali who tried to use force to break away from the Ottoman Empire Ismael used bribes of silver and Gold to persuade the Sultan to increase the degree of Egyptian independence.

In 1867, Ismael was able to secure some territories for Egypt. He secured the ports of Saukin and Massawa on the red sea. Following this Ismael was given the title of "Khedive". He was also granted the right to enter into administrative and commercial conventions as well as make laws for the internal government. By this, he became more powerful and he was recognized internationally in 1874.

Although he was strongly attached to western culture, he still remained deeply attached to traditional Islamic way of life. In the actual sense he failed to combine the two. He remained a traditional Muslim land lord and at the same time tried to avoid slavery the basis of that land tenure system.

Khedive Ismael introduced constitutionalism and laid a basis of parliamentary system of administration. However, this was only to impress his western friends of the west-

ern powers. At the same time, he behaved like a dictator with unquestionable behaviour and decisions that he undertook.

With all his grand schemes, and lavish expenditure, he drowned Egypt into heavy debts. By 1879, he had accumulated a debt of 100 million pounds and yet much of this had been spent uneconomically or swindled and not spent on the economy.

He consequently failed to pay back what he had borrowed and then he resorted to selling all the Egyptian shares in the Suez Canal project to Britain. This act gave the British chance to control her long economic interests in the Mediterranean region and the far East particularly in India. In 1869, the opening of the Suez Canal had shortened the sea route to India by six months. Britain's fear had always been the French domination of the Suez Canal. Her purchase was of great importance and a turning point in the history of the region. Partly because the survival of the British commercial empire now depended on Britain's capacity to control Egypt and the Suez Canal.

From then onwards, Britain would stop at nothing to prevent Egypt from falling under the influence of any other power. The weakness of Khedive Ismael and his successor Tewfic (his son) were only convenient excuses for further Britain intervention in Egypt but the roots of the loss of her independence had been in the selling of the Egyptian shares.

Even after the sale of the Egyptian shares, Khedive Ismael still failed to pay the debts. This left Britain and France with the largest stake (interest) in the country and soon started pressuring Egypt to ensure payment of the debts of their citizens. In 1876, Britain sent a delegation to investigate Egypt's financial status. Its findings were disastrous. In 1878, Britain and France agreed to force Khedive Ismael to place the country's finances under a joint Anglo-French control on grounds that Egypt wasn't reliable to repay. And also, to ensure that no conflicts were inevitable.

It is this unrestrained European economic penetration through the 1876 duo financial control of Egypt that ruined the Egyptian independence. From then the real rulers and controllers of Egypt were Europeans that is, the British and French.



**Figure I: Khedive Ismail Pasha**

### Task

From the above text, assess the reforms of Khedive Ismail between 1863 up to 1897.

### Step 3: The Causes of the Urabist Revolt of 1879 – 1882

Read the text below about the Causes of the Urabist revolt of 1879 – 1882 and an-

### **swer the tasks that follow;**

The fall of Khedive Ismail in 1879 came with a number of changes. When the foreigners overthrew Ismail in and replaced him with Tewfik, the Egyptian Independence had already gone. Tewfik was a mere puppet who never helped the Egyptians to organize their economy in their own interests.

New social political and economic policies all aiming at helping the joint financial commission to recover debts in Egyptian economy were put in place regardless of the negative effects to the natives. This was pilled to the long existing grievances Ismail's government had left behind. This revolt is sometimes called a nationalistic movement because all the classes of people were involved such as the Fellahin's (peasants), the army, civil servants, the Elite group and the rest of the masses participated in the war against Ismail and his foreigners. A number of factors led to the Urabist revolt and these included the following;

Over taxation. In a bid to attain financial target as quickly as possible, taxes were raised in order to increase government revenue. This greatly affected the Fellahin's class (peasants) who were poor while some rich able ones were exempted from this taxation and therefore their fiscal and financial policies made the revolt inevitable.

Discontented Army. To squeeze the government expenditure, the army privileges were drastically reduced and the size of the army was also cut down e.g. their salaries, food rations and the number of uniforms etc. all reduced. On top of this the Europeans reserved high posts in the Army for foreign soldiers and not for nationalists. They hated the European advice of Army demobilization up to 15000 soldiers only. With this number of soldiers, in case of any conflict with the Europeans as it was expected Egyptians had to be defeated.

Reduction of the state expenditure. To reduce the government's expenditure, the number of Egyptians employed was reduced and most schemes of development started by Ismael were abandoned. Luxurious expenditure at King's court was cut down and this led to complaints out of the nobility class.

Grievances of civil servants. Civil servants were also not happy because of the reduction of their salaries and their numbers. On top of this most of the top posts in the government were taken over by Europeans. They therefore hoped to re-instate their rights by joining the Urabist revolt.

Hatred of current tax officials. The replacement of Egyptian nationals with corrupt and inefficient Europeans was another cause for the revolt. Most of the government departments were put under the control of the weak French, British and Turkish official. Their mode of work greatly resulted into 1880-1881 Urabist revolt.

Foreign control of Egyptian finances. The revolt also broke out because the Egyptian hated the foreign Anglo-French management of their economy. Because of this policy, Egyptians conditioned them to fulfil their international debt obligations which Egyptian Kings had incurred worldwide. This proposal was rejected by the Anglo-French officials. The rejections caused frustrations to the Egyptians resulting to nationalistic outburst.

The elite grievances. This provided the philosophical backbone of the Urabi uprising. Naturally they hated foreign administration in their finance and political affairs. This made them become unemployed. Upset by the level of corruption and inefficiency in their offices at the hands of foreigners, the educated nationalists started demanding

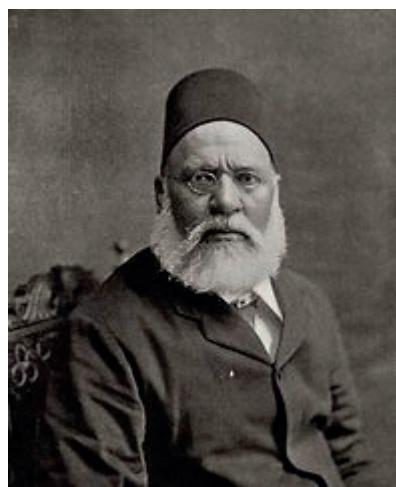
Tewfic to chase away the foreigners from their country hence Urabists revolt becoming inevitable.

The problem of Nepotism. Worse still they hated the system of Ismael who was succeeded by his son. Tewfik who never improved the situation either since he was a puppet of Europeans. The elite class felt they would make a change given the chance to administer Egypt.

The use of the Turkish language was also a pain to the traditional Egyptian. Apart from undermining the integrity for the country, such a language was real evidence for lack of sovereignty and hence it sparked off the nationalists feeling of Egyptians.

Cultural imperialism. The traditional Muslim Egypt hated the Christian Europeans. To them it seemed as if Europeans (Christians) were out to inherit the Muslim world. The French had occupied Muslim state of Algeria in 1830 and Tunisia in 1881. Their influence was also being increased in the Muslim Moroccan state at the time. Therefore, the Muslim Egyptians tried to curb down the Christianity influence in their country.

**The role of Urabi Pasha.** There was emergency of colonel Urabi Pasha. This influenced the struggle since for a long time the causes for the revolt had been accumulating but without a leader to lead them into war. The leadership of the revolts was taken by one of the Army Officers Colonel Urabi Pasha, hence the origin of the name Urabist revolt. The army took the lead because they were armed and had been hit hardest by the abolition of their privileges by European commission.



**FIG.2 Urabi Pasha (1841 – 1911)**

## Task

In line with the above text, to what extent was the Urabist revolt nationalistic? Write down your answers in your notebooks.

## Summary

The Urabist movement was almost successful but it was finally crushed by British military strength. The British had a very strong navy and well-trained soldiers. Urabist forces couldn't challenge the superior military machines of the British forces. The British determination to protect their interests in the Suez Canal couldn't let the Urabist movement succeed.

**Follow UpActivity**

- i) Make research on the effects of the Urabist Revolt to the people of Egypt.
- ii) Events that led to Egypt's loss of independence by 1882.
- iii) Lord Crommer's administration in Egypt from 1883-1914.

**TOPIC 8: North East Africa****LESSON 4: The History of Sudan 1855-1914****Materials needed:**

pens, notebook/a braille, pencil

By the end of the lesson, you should be able to:

- i) describe the nature of the Turko-Egyptian administration in Sudan.
- ii) discuss the causes and effects of the Mahdist revolt of 1881-1885
- iii) give reasons for the success of the Mahdist revolt in Sudan.

**Step 1: Introduction**

Like Egypt, Sudan was under foreign rule since the 1820's when the Turks ruled Egypt and established a Turko-Egyptian government over Sudan during the days of Muhammed Ali the ruler of EGYPT (Albanian). The regime in Sudan between 1820 and 1881 has been referred to as the Turko-Egyptian regime.

To many historians, this rule has been regarded as exploitative, oppressive and full of armed conflict and resistance. However, this is a one-sided view.

**Step 2: The Turko – Egyptian Rule in Sudan (1820 – 1881)**

Read the notes below about the Turko – Egyptian rule in Sudan (1820 - 1881) and attempt the tasks that follow:

During this period, the Sudanese provinces were divided into districts that were further divided into smaller units. The Turko-Egyptian administration was maintained by a large army recruited from the Negroes and Arabs of Sudan. Muhammed Ali's conquest of Sudan in 1820 had a great impact on social, economic and political development of the country. Socially slave trade was made illegal and the constant Jihad movements waged on southerners by Arabs from the north came to an end.

Economically there was an increase in trade between Sudan and Egypt. New crops were introduced and cotton growing was started on a substantial scale. A lot of land was brought under irrigation scheme that led to the establishment of large cotton and sugarcane plantations in Sudan.

Communication was improved and a telegraph system linking Khartoum to Upper Egypt was set up. The foundation of Khartoum as a capital city of modern Sudan was established. The main bank of Sudan and a modern monetary system was established in Sudan by Turko-Egyptian administrator to make easier the imposition and collection of taxes from Sudanese.

Politically the Turko-Egyptian administration expanded to the area of their authority

by conquering the pagan Negro tribes of South and bringing them under the same government with Muslims of the north. This administration employed European experts in an effort to modernize the country just as the same developments had taken place in Egypt. For example, Samuel Baker was one of the governors in Sudan and he confirmed that White Nile had its origin further in the South. These Europeans also encouraged the spread of Christianity in Southern Sudan where the inhabitants were completely pagans. The regime also employed the German administrator Pasha who moved as far as Northern Uganda in 1876 with a number of Sudanese and European Soldiers.

However, despite all the above developments, the Turko-Egyptian rule was largely unpopular in Sudan. This was largely because of their oppressive policies, resource exploitation, non-representation of Sudanese in Turko-Egyptian government, corrupt administrators, lack of able leaders, degeneration of Islamic religion, disunity among the local people etc. all of which culminated into the Mahdist uprising of 1881-1885.

#### **TASK I:**

'The Turko-Egyptian rule in Sudan can be summed up in three words; exploitation, oppression and resistance' Discuss this statement in line with the text above and the one below.

### **Step 3: The Causes of the Mahdist Revolt**

**Read the text below about the Causes of the Mahdist revolt and answer the questions that follow:**

The Mahdist revolt was led by Mohammed Ahmed who declared himself the expected "Mahdi" (the chosen one by God) in 1880 with a purpose of unifying all Sudanese against the foreign rule. Turko Egyptians had ruled Sudan for a period of 60 years. From 1820-1860 they were developmental to Sudanese but in successive years up to 1880 they became exploitative, oppressive and suppressive thus leading to emergence of Mahdist revolt in 1881. The revolt appears to have a religious perspective because of its leadership although it had a lot of political and economic causes and effects.

The Mahdi mobilized people along religious grievances but the revolt didn't only get support from the Muslims. It was supported country wide as the Turko-Egyptians outcry had spread to all regions of Sudan. The fact that the Mahdist revolt mobilized all the Sudanese including North Sudanese Muslims, Southern people, civil workers, commoners and the army shows that there were many other causes of the revolt than religion. The revolt was a nationalistic one under the cover of religion.

#### **Causes of the Revolt**

These revolved around social, political and economic injustices subjected to the Sudanese by foreigners.

#### **Social Causes**

Anti-foreign cultures, socially the Sudanese were opposed to Egyptian religious leaders, teachers and their leaders. The new comers did not respect the Sudanese culture that increased resentment against the foreign rule by the Sudanese masses. The Turko-Egyptians employed many young Europeans who were Christians. This increased the European Christian interference in the affairs of Sudan. The Christians didn't have due respect for Sudanese Islamic religion and they were considered as infidels (non-believers). It is said they were corrupt, open wine drinkers, luxurious and arrogant all of that resulted into the Mahdist revolt.

Religious discontent, related to the above, the distinction between religious beliefs of foreigners and the Sudanese created religious resentment against the Turko-Egyptian government. These were sentiments that enabled Mohammed Ahmed "The Mahdi" attracted enough followers against the Turko-Egyptian government.

Nevertheless, Mahdist uprising drew support from all the Christians, all Muslims and pagans of Sudan plus other classes of people irrespective of their irreligious differences which confirms that Mahdist revolt was quite nationalistic and not only religious oriented.

The desire to Sudanese (employ only Sudanese) their administration led to the emergence of Mahdist revolt in 1881. The Turko-Egyptian administration was corrupt and inefficient and therefore did little to cater for the needs of the Sudanese. The educated Sudanese were not given jobs except those of lowest grades or of degrading nature e.g. receptionists, clerks, secretaries etc.

Emergence of Mohammad Ahmed "The Mahdi". By 1881, all causes of the revolt were ripe and the weakness in Egypt at that time provided an opportune moment for the rise of the Mahdi. His determination and ability mobilized the Sudanese against the Turko-Egyptian government and was a vital factor for success of the Mahdist revolt. He exploited a desperate situation in Egypt to spearhead a revolution in Sudan that overthrew the Turko-Egyptian government in 1885.



Figure I: Muhammad Ahmed the Mahdi.

Among the political causes was the loss of independence, for a period of 60 years Sudanese were tied to the dictators of Turko-Egyptian leaders. The Mahdist revolt was a result of popular desire for Sudanese need to regain their independence. Since 1820 the Sudanese had been ruled as conquered excluded from the management of their government affairs. For a period of 60 years the Sudanese were tied to the dictators of Turko-Egyptian leaders.

Political events in Egypt by 1881 for instance in 1879, Ismael was replaced by his son Tewfik who was a puppet leader to the joint Anglo-French administration in Egypt at the time. From 1879-1881 Egypt was effectively controlled by the British-French foreigners (Anglo-French administration) whose policies resulted into the Urabist uprising in Egypt in 1881. The British were no longer willing to spend money on Sudan as much of their economic targets at this time were aimed at clearing off their debts from Egyptian economy. These events pre-occupied the Egyptians and diverted their attentions from Sudan. At the same time were aimed at clearing off their debts from Egyptian economy. These events pre-occupied the Egyptians and diverted their attentions from Sudan. At the same time the crushing of Urabist revolt shattered the Egyptian superiority which encouraged the Mahdist revolt to rise up against the Turko-Egyptian

administrators.

The local administrators sent to Sudan from Egypt also tried as much as possible to benefit on their assignments by exploiting the country. This was partly because they were not sure of their posts since transfers or dismissals were very common in Turko-Egyptian government. To benefit therefore each of them would try to exploit the area under his jurisdiction as much as possible.

Political repressive system, the other nature of their administration was its repressiveness. Between 1820-1880 the Turko-Egyptian government had tried to maintain a large army up to 10,000 infantries recruited from the Sudanese Negroes and about 900 in Cavalry. These were used for defending the Turko-Egyptian interests and machinery for repression against internal opposition Khedive Ismail used this force to implement his policies e.g. forced tax collection, forced Sudanese recruitment etc.

Economically land alienation led to the revolt. Mohammed Ali and all his successors maintained the exploitation of Sudan. At least they all had a record of grabbing land from Sudanese for developing cotton-growing schemes on large scale which caused discontent to Sudanese. These problems of land alienation contributed to the Mahdist uprising.

Forced labour, the Sudanese were also forced to work in cotton plantations, roads and other public works. They were forced to transport cotton and timber for long distances. The Sudanese were forced to grow cotton which was taken by Turko-Egyptian administrators at very low prices and were forced to buy Egyptian goods some of which were very expensive. This form of economic imperialism was responsible for the outbreak of Mahdist revolt.

Unfair taxation. The successors of Mohammed Ali and particularly Ismail tried to generate the revenue from Sudan in order to solve the financial difficulties at home. When the Egyptian treasury became bankrupt, the Turko-Egyptian government decided to overtax the Sudanese in order to meet the ever-increasing debts incurred by Ismail from European bankers. The methods of tax collection were equally brutal because failure to pay a tax meant confiscation of individuals' properties and sometimes mutilation of their body parts.

The abolition of slave trade, formally slaves used to be the main trading item but with the coming of Turko-Egyptian administrations in Sudan, slavery was abolished and ivory became a monopoly of Turko-Egyptian administrators leaving no alternative source of revenue for the Sudanese. More to this, the Turk-Egyptian administrators continued enslaving the Sudanese by taking them to Egypt to serve in Egyptian national army and Europe. The blocking of Sudanese source of revenue led to outbreak of Mahdist revolt.

## Task

According to the above causes would you consider the Mahdist revolt a nationalist movement? Give reasons to support your answer.

## Summary

The end of the Mahdist revolt led to the establishment of the Mahdist state between 1885 up to 1898. Muhammad Ahmed became the political and religious leader in Sudan in 1885 after the defeat of the Turko-Egyptian rule. Unfortunately, he did not live long to enjoy the fruits of his success. He died in June 1885 after three months' rule.

**Follow Up Activity****Carry out research and write short notes on the following**

- i) Describe the course of the Mahdist Revolt
- ii) Discuss the reasons for the success of the Mahdist revolt
- iii) Describe the nature of Khalifa Abdallah's rule in Sudan between 1885 up to 1898.

**TOPIC 8: North East Africa****LESSON 5: The Fashoda Crisis of 1898****Materials needed;**

pens, notebook/a Braille, pencil

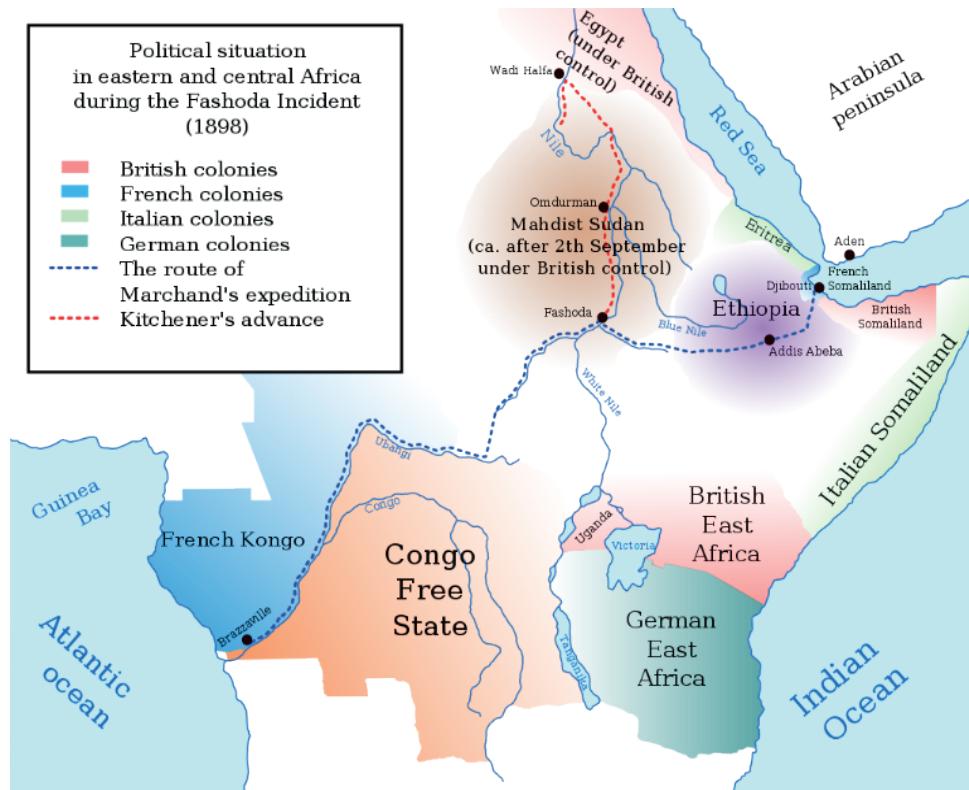
By the end of the lesson, you should be able to:

- i) explain the causes of the Fashoda crisis
- ii) account for the French withdrawal from Fashoda in November 1898
- iii) give reasons for the British conquest of Sudan and the formation of a condominium government in 1898.

**Step I: Introduction**

In the previous lesson you studied about the Mahdist movement which led to establishment of the Mahdist state. However, after the death of Muhammad Ahmed in 1885, he was succeeded by Caliph Abdallah in charge of Sudan who attempted to create a kingdom which led to wide spread discontent and his eventual defeat at the hands of the British in 1899. At the same time, the French also had interest in the Sudan and therefore this led to the Fashoda Crisis. **What was the Fashoda crisis?**

It was an international clash which occurred between two European imperial powers namely Britain and France in Sudan on the River Nile at a sand bank called Fashoda. French forces which had advanced from the upper Congo were led by a French Explorer Major Jean Baptiste Marchand. The British forces which advanced from Egypt were under the command of Lord Kitchener. In 1898, Lord Kitchener faced Marchand at Fashoda and forced him to withdraw. This provoked the "FASHODA incident" which nearly led to war between Britain and France.



**FIG.1: Map showing the Fashoda incident site**

## Step 2: The Causes of the Fashoda Incident

Read the extract below about the causes of the Fashoda Incident and answer the questions that follow:

Why the British and the French nearly went to war for a mere ‘sand bank’ at Fashoda can be explained by a number of factors. In the first instance was the Egyptian question, in 1882, the British occupied Egypt and consequently ejected the French. But “Egypt was the Nile and the Nile was Egypt”. As such, Britain was interested in controlling all countries through which the Nile flowed, and determined to fight off any threats along the Nile, be it France. At the same time, the French were disappointed in losing Egypt and desired to compensate for the loss and possibly injure the interests of the British by controlling Sudan through which the Nile flowed. At the same time in 1893, a French Professor had reasoned in a lecture that the Nile would one time change its course of flow. To be secure in Egypt it was therefore significant that they control the whole Nile. Hence when the French appeared at Fashoda they almost went to war with the British, all arising from the strategic importance of the sand bank.

The British and the French almost went to war because of the economic potential of the area. Fashoda was economically significant in relation to the Nile and the Asian British Empire. It was also important in terms of communication and transport. At the same time the Sudan was rich or anticipated to be rich in terms like ivory, timber and gold. Britain was so determined to defend her economic interests along the whole Nile valley while the French were also interested in the same. This set the two a blink of war at Fashoda in 1898.

There was also pressure from other imperial European powers scrambling for African territory. For instance, Leopold II of the Congo aimed at creating a vast Empire

from the Congo Eastward to Zanzibar but without clearly defining its northern limits. The Germans and the Italians were also advancing towards the Nile. These advances threatened the British and the French in a rush for the Sudan thereby triggering off the Fashoda crisis.

Alongside the European Imperial forces was the Ethiopian threat. Menelik II had clearly indicated that he was interested in Sudan. His threat became more serious after the Adowa victory of 1896 over the Italians. This victory had shown that Menelik had the capacity to overrun the Sudan. As such Britain and France had to rush for the Sudan before it goes to Menelik. After the alliance against the British interests in the region for France was then on good terms with Menelik II. This possible alliance would be dangerous to the British imperial interests because using Ethiopia and Sudan, France would disorganize British interests in Egypt, the Red sea and the Far East.

Britain also had another excuse; she claimed the Sudan as being its property because Gordon had died there in 1885. The argument was that the blood of a British national had been shed in Sudan therefore Britain had the right to control the Sudan.

France on its part wanted to link its West African and Equatorial African possessions to North East Africa so as to create a powerful commercial empire. Since Sudan was the missing link, it was important that if need be force had to be applied as the only alternative for that territory to fulfil French commercial interests.

Further, France at this time was trying to recover her international prestige after the 1870 defeat by Prussia. During that humiliation, France lost her iron and coal provinces of Alsace and Lorraine. At this period of the scramble and partition of Africa, when a nation's glory was measured in terms of the extent of her empire, France had to try and score victory in this field. But in her bid to do so, France ended up clashing with the British at Fashoda.

Perhaps, most important for France was the fact that she was threatened by the ambitious colonial program of Britain which aimed at the creation of the Cape to Cairo empire. Such a plan if successful would make Britain too powerful and France an underdog in international affairs. There was therefore that great urge to control the Sudan if Britain was to be checked. After all, if the French established themselves in the Sudan, it would be possible to revenge the 1882 British treachery when France was outdone in Egypt. However, this resulted into a clash in interests leading to the incident.

Also, Britain and France almost went to war at Fashoda in 1898 because of the encouragement given by the German Kaiser William. The Kaiser promised France that Germany would not interfere in the crisis. Moreover, Germany at that time was on bad terms with Britain after the 1895 conflict in the Jameson raid when the Kaiser supported the Boer against the British.

It has also been suggested that the Fashoda crisis was part of the long term Anglo-French international rivalry. France and Britain had long conflicted since the American war of independence of 1776, the Napoleonic Egyptian campaign of 1897, the continental system and so on. Thus, it is possible to argue that the French and the British had old scores to settle that were just replayed at Fashoda in 1898.

The Fashoda crisis did not erupt into open war. It was solved diplomatically when the French gave into British demands and the British reciprocated. At the same time, Britain and France could not confront each other in Africa (at Fashoda) for fear of the

consequences of war. This was because if Europeans became war weary on the African continent, the Africans would possibly easily unite against them. Moreover, in 1885 at the Berlin conference, European powers had agreed never to go to war over African possessions and to solve the differences diplomatically not by military commanders but by foreign ministers. Indeed, the two foreign ministers of Britain and France met in Paris in 1898 and agreed to withdraw their forces from Fashoda. Britain was to control the Sudan and France was given a free hand in the Maghreb region and French Somaliland.

Without River Nile waters, there is no life in Egypt. The desire for Britain to bring the whole of the Nile valley states under her control led to Fashoda crisis. Fashoda had less economic prospect but she was of great importance to European colonialists. It was part of the Nile, the control of which by other rival powers would affect life in Egypt by tampering with the flow of the Nile waters hence polarizing the British interests.

The pressure from other scrambling powers was another cause like from Congo area, Leopold II aimed at creating a big empire from Congo eastwards to Zanzibar without limiting its northern extent. This threatened the British and French which caused a rush to go and occupy Sudan.

It has also been suggested that Britain and France did not go to war at Fashoda because France still had the memories of the Franco-Russian war of 1870. France did not therefore want to create another enemy in Europe. Britain in addition to Germany. Besides on the ground, the French forces under Major Marchand were relatively fewer as compared to large and well-armed forces under the British General Lord Kitchener. Yet by the Fashoda incident, the British had already succeeded in occupying parts of Sudan and defeated Khalifa Abdallah's forces. Such a situation gave the British a better position to deal with the French and as such, the French had to withdraw.

Why did the British and the French almost go to war at Fashoda in 1898?

Explain why these powers did not fight.

### **Task**

- i) From the above extract, examine the consequences of the Fashoda incident.
- ii) Suggest ways how this incident would have been avoided.

### **Summary**

The French later withdrew from the Fashoda. This was after the French Prime Minister Delcasse realized that France would not sustain war against Britain in the interior of Africa. He ordered for the evacuation of the French forces from Fashoda. This left the British in control, thus began the British reconquest of Sudan which ended in 1898.

### **Follow Up Activity**

Carry out research and write notes on the reasons why the French withdrew from Fashoda.





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