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Overview

This book will examine themes relating to nationalist and independence movements in Africa, Asia and post-1945 Central and Eastern European states. The themes are organised within chapters focusing on case studies across these regions. Chapters 2–4 deal with African and Asian states that moved from colonial rule to independence in the period after the Second World War. Chapters 5 and 6 cover the challenges to and the collapse of Soviet or centralised control in Central and Eastern European states, as well as the post-communist regimes in these countries.

The African and Asian examples – Zimbabwe, India and Pakistan, and Vietnam – have much in common with each other. Each was a colonial possession under the control of a European power. They all gained independence from colonial rule in the 20th century. These chapters will help you analyse the reasons for historical change in these countries and acquire historical perspective by comparing and contrasting each of the case studies. The European examples are in many ways very different from their African and Asian counterparts. You will not be asked to compare and contrast the developments in Africa and Asia with those in Central and Eastern Europe.

Indians celebrate the independence of their country from British rule in 1947
Introduction

**Africa and Asia – decolonisation**

Three case studies have been selected from Africa and Asia—Rhodesia/Zimbabwe, India and Pakistan, and Vietnam. They were all subject to colonialism, but emerged as independent states after the Second World War, in a process that is often called decolonisation.

Each case study has been selected because of the manner of its transition from colonial rule to independence. In the late 19th century, Britain, France and other European states engaged in a ‘scramble’ to colonise the areas of Africa and Asia that remained independent. This ‘new’ imperialism expanded European control over these regions. More formal empires were established or consolidated, and various forms of administration were imposed on the indigenous populations.

By 1945, however, these colonial empires were coming under increasing pressure. Indigenous groups in the colonies had begun to form independence movements. These opposition groups were often led by Western-educated élites. The ideologies of the independence movements sometimes drew upon the intellectual bases of the European left, including the works of Karl Marx. However, Marxism was not a major factor in most independence movements, and only grew more significant in some states after 1945 as a result of the developing Cold War (see opposite).

The two world wars of the 20th century had an impact on colonial empires across the world. The rhetoric that followed the end of the First World War (1914–18) emphasised self-determination and national identity – concepts at odds with the European colonial domination then prevalent. Failure to address the demands of indigenous nationalist leaders in the decade after the war only intensified activity on the part of these independence movements to bring an end to European colonial rule.

The Second World War (1939–45) had an even more fundamental impact. The two chief colonial powers of the mid 20th century, Britain and France, suffered greatly during the war. Britain only just survived the onslaught of the Axis powers (Germany and its allies) and emerged from the conflict almost bankrupt. British possession of India had also been threatened by Japan. France suffered even more. Metropolitan France had been occupied by German forces, and its Southeast Asian colonies had been conquered by Japan. When the rhetoric of self-determination emerged again in the post-1945 period, nationalist movements realised that their colonial masters were now ill-equipped in terms of economic and military power to resist moves towards independence.

The transition to independence in these regions must also be studied against the backdrop of the Cold War between the USA, the USSR and their allies.

This book examines the origins of independence movements in these regions, and the methods they used to achieve their goals. It also explores the nature and success of the post-colonial states formed as a result of the collapse of the empires controlled by Britain and France.

**Central and Eastern Europe – the collapse of communism**

The case studies in Chapters 5 and 6 cover events in Czechoslovakia and Poland. Both were part of mainstream European cultures with developed social and economic structures.
economic systems. Both emerged as independent countries after the collapse of the Russian and Austro-Hungarian empires at the end of the First World War. Both were conquered by Nazi Germany either just before or in the early years of the Second World War, and suffered terrible oppression until ‘liberated’ by the Soviet Red Army (though many Poles would question the term ‘liberated’).

These chapters examine the establishment of pro-Soviet communist states, whose social and economic structures were heavily influenced by the Soviet model, but which suffered from the economic legacy of the Second World War. Both Czechoslovakia and Poland resisted the full imposition of Soviet power, but they were restricted in what they could do by the realities of the Cold War.

This book examines the movements set up to resist the centralised state control of these countries after 1945 and the eventual collapse of communist rule in the late 1980s and early 1990s. Finally, the book will evaluate the effectiveness of the post-communist successor states.

Themes

To help you prepare for your IB History exams, this book will cover the themes relating to nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states (Topic 4 in Paper 2), as set out in the IB History Guide. For ease of study, this book will examine each state in terms of a series of major themes subdivided by region. For the African and Asian case studies the three major themes that will be examined are:

- the origins and rise of nationalist/independence movements
- methods of achieving independence, including the role and importance of leaders
- the formation of and challenges to post-colonial governments.

For the Central and Eastern European case studies the three major themes that will be examined are:

- the origins and growth of movements challenging Soviet or centralised control
- methods of achieving independence from Soviet or centralised control, including the role and importance of leaders, organisations and institutions
- problems and challenges facing the new post-communist states.

Separate units within Chapters 2–6 explore these themes within the context of each case study to help you focus on the key issues. This approach will enable you to compare and contrast developments in the various states, and to spot similarities and differences.

All the main events, turning points and key individuals will be covered in sufficient detail for you to be able to access the higher markbands – provided, of course, that your answers are both relevant and analytical!

Where appropriate, each chapter will contain visual and written sources, both to illustrate the events or issues under examination, and to provide material for exam-type questions. These will help you gain practice in dealing with the questions you will face in History Papers 1 and 2.
Introduction

Theory of knowledge

Alongside these broad key themes, all chapters contain Theory of knowledge links to get you thinking about aspects that relate to history, which is a Group 3 subject in the IB Diploma. The Nationalist and Independence Movements topic has clear links to ideas about knowledge and history. The events discussed in this book are recent phenomena and form good case studies for understanding the nature of the historical process. Thus, the questions relating to the availability and selection of sources, and to interpretations of these sources, have clear links to the IB Theory of knowledge course.

For example, when investigating aspects of the nature of decolonisation, the function of Soviet-style communist systems within advanced and developed European structures, or the motives and influence of individuals (such as Mahatma Gandhi or Ho Chi Minh), institutions (such as ZANU-PF) or states (such as colonial powers or Cold War rivals), historians must decide which primary and secondary evidence to select and use – and which to leave out – to make their case. But in selecting what they consider to be the most important or relevant sources, and in making judgements about the value and limitations of specific sources or sets of sources, how important are these historians’ personal political views? Is there such a thing as objective ‘historical truth’? Or is there just a range of subjective opinions and interpretations about the past, which vary according to the political interests and leanings of individual historians?

You are therefore encouraged to read a range of books offering different interpretations of nationalist and independence movements in Africa, Asia and post-1945 Central and Eastern Europe. This will help you gain a clear understanding of the historiography of the events studied, as well as equipping you with the higher-level historical skills needed to gain perspective on the events of the second half of the 20th century as a whole.

IB History and regions of the world

For the purposes of study, IB History specifies four regions of the world:

- Europe and the Middle East
- Asia and Oceania
- the Americas
- Africa.

Where relevant, you will need to be able to identify these regions and to discuss developments that took place within them. Besides the states covered in this book, you may also study other examples of nationalist and independence movements in Africa and Asia specifically identified in the IB History Guide. These may include the Algerian struggle against French colonial rule, led by Ahmed Ben Bella; the long war against the Portuguese in Angola, followed by a civil war; the end of colonial rule in the Belgian Congo; or the leading role played by Kwame Nkrumah in the nationalist movement in Ghana. You may also focus on other examples of post-1945 nationalist movements in Central and Eastern Europe. Examples include the Hungarian resistance to Soviet domination, or the end of communist rule in Yugoslavia and its subsequent break-up into six independent countries.
Remember, when answering a question that asks you to choose examples from two different regions, you must be careful – failure to comply will result in limited opportunities to score high marks.

**Exam skills needed for IB History**

Throughout the main chapters of this book, there are various activities and questions to help you develop the understanding and the exam skills necessary for success. Before attempting the specific exam practice questions at the end of most chapters, you might find it useful to refer to Chapter 7 first. This suggestion is based on the idea that if you know where you are supposed to be going (in this instance, gaining a good grade) and how to get there, you stand a better chance of reaching your destination!

**Questions and markschemes**

To ensure that you develop the necessary understanding and skills, each chapter contains a number of comprehension questions in the margins. In addition, three of the main Paper 1-type questions (comprehension, cross-referencing and reliability/utility) are dealt with at the end of Chapters 2–6. Help for the longer Paper 1 judgement/synthesis questions, and the Paper 2 essay questions, can be found in Chapter 7 – the final exam practice chapter.
Introduction

For additional help, simplified markschemes have been put together in ways that should make it easier to understand what examiners are looking for in your answers. The actual IB History markschemes can be found on the IB website.

Finally, you will find examiners’ tips and comments, along with activities, to allow you to focus on the important aspects of the questions and answers. These should help you avoid simple mistakes and oversights which, every year, result in some otherwise good students failing to gain the highest marks.

Terminology and definitions

In order to understand the case studies that follow, it is important to grasp a few general definitions. These terms are often more complex than they first appear, and will be developed in relation to the specific case studies chosen for this book. It is useful, however, to understand some of these terms before you embark on your detailed survey.

Many of the ideological concepts that underpin this study derive from 19th-century European political philosophy. In a European context, as with Czechoslovakia or Poland, such concepts influenced thinking and subsequent actions with very little modification. In the African and Asian case studies, however, these ideologies were substantially modified. The reasons for this were both social and economic. The situations in the African and Asian countries under consideration in this book were very different from the European political, economic and social conditions in which these ideologies originated.

Nationalism underpins all the movements under consideration in this book. It has its origins in the early 19th century and is, in part, a product of the French Revolution (1789–99). Nationalism is a political ideology founded on the belief that people should have political self-determination based on their nation. However, nationalism also involves issues such as a common history and shared culture and values.

Source A

An extract from Johann Gottlieb Fichte’s ‘Thirteenth Address’ in 1806. Fichte was a German nationalist writing at the time of the Napoleonic Wars.

Thus was the German nation placed – sufficiently united within itself by a common language and a common way of thinking, and sharply enough severed from the other peoples, in the middle of Europe, as a wall to divide races.

The problem with this ideology is that it is difficult to define 'nation'. This has been done – for example by Johann Gottlieb Fichte (see Source A) – by variously applying ethnic or cultural definitions to nationhood. In the final analysis, this definition of nation is crude in the extreme, a position outlined by historian Patrick J. Geary in his book The Myth of Nations. However, nationalism became a powerful social, cultural and political force in the 19th and 20th centuries. In the African and Asian case studies, nationhood was very difficult to define. All the countries in this book had problems developing a homogenous concept of nationhood because they were composed of many ethnic groups with distinct cultures and histories.

Some independence movements in Africa and Asia were heavily influenced by Marxism (see page 6). The problem was that communism was ill-suited to practical application in the agrarian societies which formed the colonial possessions under study.

Colonialism is a key term that dominates our analysis of the African and Asian case studies. In the 19th century, it developed into a form of imperialism that attempted to create more formal empires. Colonialism involved the administration of distant parts of the globe from a home country, often called the metropolitan area. Colonies took many forms, but in general terms their peoples and economies were exploited to provide resources for the colonial power. These resources were frequently turned into manufactured goods and sold back to the colonies. An example of this is British India, which supplied cotton to Britain's industries and then bought the finished products back from the colonial power.

Decolonisation is the process of transition from colonial rule to independence. This concept is at the core of many IB History questions associated with the African and Asian part of this book. Scholars debate why decolonisation occurred and the relative impact of indigenous independence movements as opposed to the economic necessities of the colonial power.

**Source B**

John Kenneth Galbraith, an influential economic thinker during the 1960s, comments on colonialism.

The end of the colonial era is celebrated in the history books as a triumph of national aspiration in the former colonies and of benign good sense on the part of the colonial powers. Lurking beneath, as so often happens, was a strong current of economic interest – or in this case, disinterest.

Neo-colonialism is a term applied to post-colonial states like those covered in the case studies that follow. It refers to the continuing economic control exerted by industrialised countries over their former colonies.

**Source C**

Kwame Nkrumah, who became leader of the first newly independent African country, Ghana, in 1957, comments on neo-colonialism.

The result of neo-colonialism is that foreign capital is used for the exploitation rather than for the development of the less developed parts of the world.


In your study of the post-colonial African and Asian states, you might consider whether the old colonial rulers simply changed the way they influenced events. For example, did the use of capital from the West in the form of investments and loans once more tie the new post-colonial states to their former masters?

**History and changing perspectives**

Historians often change their views of past events. This may occur as new primary sources come to light or simply because new perspectives emerge. An analysis of these changes (historiography) is a higher-level historical skill (see page 8).

With regard to the Central and Eastern European case studies, two developments have changed our perspective on the historical processes that saw the formation and collapse of communist states in Czechoslovakia and Poland. The first is the open access to the state archives of the communist regimes, both in these countries and in the former Soviet Union, which has come about since the fall of communism. The second is the reaction of post-communist states to the economic crisis in the first decade of the 21st century. Both these developments are ongoing at the time of writing.

In the African and Asian case studies, a broad theme is our perception of colonial empires in general. There are several different interpretations of the impact of colonialism, the move towards independence and post-colonial developments. Imperialist historians stress the positive role played by the colonial powers in bringing change, in the form of infrastructures such as railways and communications systems, political ideologies, health care, education and the concept of the nation state. They also focus on the policies of the colonial powers during the decolonisation process. Nationalist historians – whether Asian or African – often focus on the role played by leaders and nationalist groups in the move towards independence, and question the perceived benefits of colonial rule. Revisionist historians also question these benefits, viewing the colonial infrastructure as rudimentary, the services minimal and the education
The term used to describe economic and cultural developments in the later 20th century, in which the world's economies and cultures became homogenised. This has created great interdependence between all areas of the globe. Due to the Western states' superior economic capacity, globalisation may have created a new form of power for them. China, however, is fast catching up, and both China and the US, for example, might be seen as using their economic superiority to advance their geopolitical goals through the process of globalisation.

Historians of the more recent ‘Subaltern Studies group’ focus on the role played by ordinary people in the independence struggle in India, and how they too were agents of political and social change. In this context they use the term ‘subaltern’ to refer to those who hold inferior positions in society in terms of race, class, gender, sexuality, ethnicity and religion. More recently this approach has been extended to historical studies of other parts of the world.

Another view, based partly on Marxist perspectives, regards the colonial empires as essentially exploitative. This perspective questions whether the process of decolonisation and subsequent independence was beneficial to the indigenous peoples of the post-colonial states. It is from this perspective that the theory of neo-colonialism (see page 12) has developed. This view is linked to the general globalisation of the world economy. It believes that Western states and corporations use their capital, in the form of investment, loans and even economic aid, to control and further exploit post-colonial states. From this perspective, prime minister Robert Mugabe’s actions in Zimbabwe – despite the damage they have done to his country – could be seen as an attempt to fight back against this development.

**Summary**

By the time you have worked through this book, you should be able to:

- show a broad understanding of the nature of decolonisation in the African and Asian states
- understand and explain the various reasons why the countries in the African and Asian case studies emerged as independent states
- analyse the effectiveness of the independent states that emerged in Africa and Asia
- understand the reasons why communism was imposed in Central and Eastern Europe
- understand the cultural context underpinning the communist Eastern bloc and the long-term tensions it created
- understand the growth of opposition to communist rule in Central and Eastern Europe
- evaluate the effectiveness of the post-communist regimes in Central and Eastern Europe
- understand and explain all the case studies in the context of the impact of the Second World War and the Cold War.