

Introduction

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Overview

This book is designed to prepare students taking the Paper 2 topic *World History Topic 8: Independence movements (1800–2000)* in the IB History examination. It will examine themes relating to independence movements in Africa and the Middle East, Asia, the Americas and Europe. 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. Chapter 5 covers the struggle for Cuban independence from Spain during the 19th century, while Chapter 6 covers the struggle for Irish independence from 1800 to 1932.

The African, Asian, Americas and European examples – Zimbabwe, India and Pakistan, Vietnam, Cuba and Ireland – 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 late 19th or 20th centuries. These chapters will help you analyse and evaluate the reasons for historical change in these countries and acquire historical perspective by comparing and contrasting each of the case studies.



Figure 1.1 Indians celebrate the independence of their country from British rule in 1947

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Introduction

Africa, Asia and the Americas – decolonisation

Colonialism: the extension of European dominance over large areas of the world. Colonies are territories established overseas from a European country's home territory. They are administered by the home territory through regional colonial officials. The relationship between the colony and the home territory is often very unbalanced, with the European power modifying the local economy and/or social structures for its own benefit.

Decolonisation: the process whereby colonies acquire independence from the European colonial power.

Imperialism: a policy by which the power of a particular country is extended by gaining land or imposing economic or political control over other nations.

Indigenous: people who are born in a particular country or region.

Marxism: a political ideology based on the works of Karl Marx. It centred on the belief that human societies passed through economic stages, with the basis of power being ownership of the primary means of production. The ideal final stage was a classless communist society. This model of historical development believed that socialism and then communism would evolve from advanced industrial economies like those of Britain and Germany in the late 19th and 20th centuries. The ideology was modified considerably in some of the colonial states covered in this book.

Four case studies have been selected from Africa, Asia and the Americas – Rhodesia/Zimbabwe, India and Pakistan, Vietnam, and Cuba. They were all subject to **colonialism**, but emerged as independent states either before the First World War or 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 Americas, Cuba began its struggle for independence from Spain in the second half of the 19th century. While 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.

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 and rise of the independence movements in these regions, the methods they used to achieve their goals, and the reasons for their success. It also explores the challenges these newly independent states faced in the first ten years of their existence and how they responded to those challenges.

Europe – the struggle for Irish independence

The case study in Chapter 6 covers events in Ireland from 1800 to 1932. Ireland finally came under English control during the 16th century and was, in many ways, Britain's first colony. Problems of economic underdevelopment, landownership, poverty and religion increasingly combined to create a clear Irish nationalism and a growing desire for independence. Britain's response was a mixture of repression and reform but, as the 19th century progressed, those desiring a fully independent Irish republic increased in number. The methods used in this emerging struggle were a mixture of peaceful agitation for reform and violent conflict. Although at first the constitutional approach predominated, those favouring violent methods increasingly came to the fore during the early 20th century.

Beginning in 1916 with the Easter Rebellion, revolutionary republicans waged a guerrilla war against British forces. This military conflict continued until 1922, when a limited form of independence was achieved. However, this was accompanied by the splitting of Ireland into what soon became two separate states: the Irish Free State in the south, and Northern Ireland. Many republicans were deeply disappointed by this outcome, leading to a short civil war in the Irish Free State. Although the south of Ireland finally achieved complete independence in 1949, the issue of a divided Ireland continued to cause problems – including further violence.

Themes

To help you prepare for your IB History exams, this book will cover the themes relating to independence movements in Africa, Asia, the Americas and Europe, 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. The three major themes that will be examined are:

- the origins and rise of independence movements
- methods of achieving independence, including the role and importance of leaders; and the reasons for success
- the challenges faced in the first ten years after independence, and the responses to those challenges.

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.

Cold War: the term used to describe the tension and rivalry between the USA and the USSR between 1945 and 1991. 'Cold war' refers to relations that, although hostile, do not develop into a 'hot war' (involving actual military conflict). The term was popularised in the years 1946–7 by US journalist Walter Lippmann and US politician and businessman Bernard Baruch. With regard to our study, the USSR became a champion of independence movements, providing political, financial and military support for geopolitical and ideological reasons.

USSR: the Union of Soviet Socialist Republics. The USSR was the first communist state to develop, in 1917. It emerged from the First World War with considerable influence in Europe, although it had less influence than the USA across the world in general. Unlike the USA, which was a global superpower, the USSR was essentially a regional superpower.

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Introduction**Key Concepts**

To perform well in your IB History examinations, you will often need to consider aspects of one or more of six important Key Concepts as you write your answers. These six Key Concepts are:

- Change
- Continuity
- Causation
- Consequence
- Significance
- Perspectives.

Sometimes, a question might require you to address two – or more – Key Concepts. For instance: ‘Why did Irish republicans launch the Easter Rising in 1916? What were the most significant consequences of this action for the struggle for Irish independence between 1916 and 1922?’

It is immediately clear with this question that the Key Concepts of Consequence and Significance must be addressed in your answer. However, it is important to note that although the word ‘causes’ doesn’t explicitly appear in the question, words such as ‘why’ or ‘reasons’ nonetheless are asking you to address Causation as well.

To help you focus on the six Key Concepts, and gain experience of writing answers that address them, you will find a range of different questions and activities throughout these chapters.

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 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, 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 independence movements in Africa and the Middle East, Asia and Oceania, the Americas and 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.

Historiography: differing historical debates; in particular, those historians who focus on the problems of the imperial powers and those who emphasise the importance of developments in the various colonies in the move to independence.

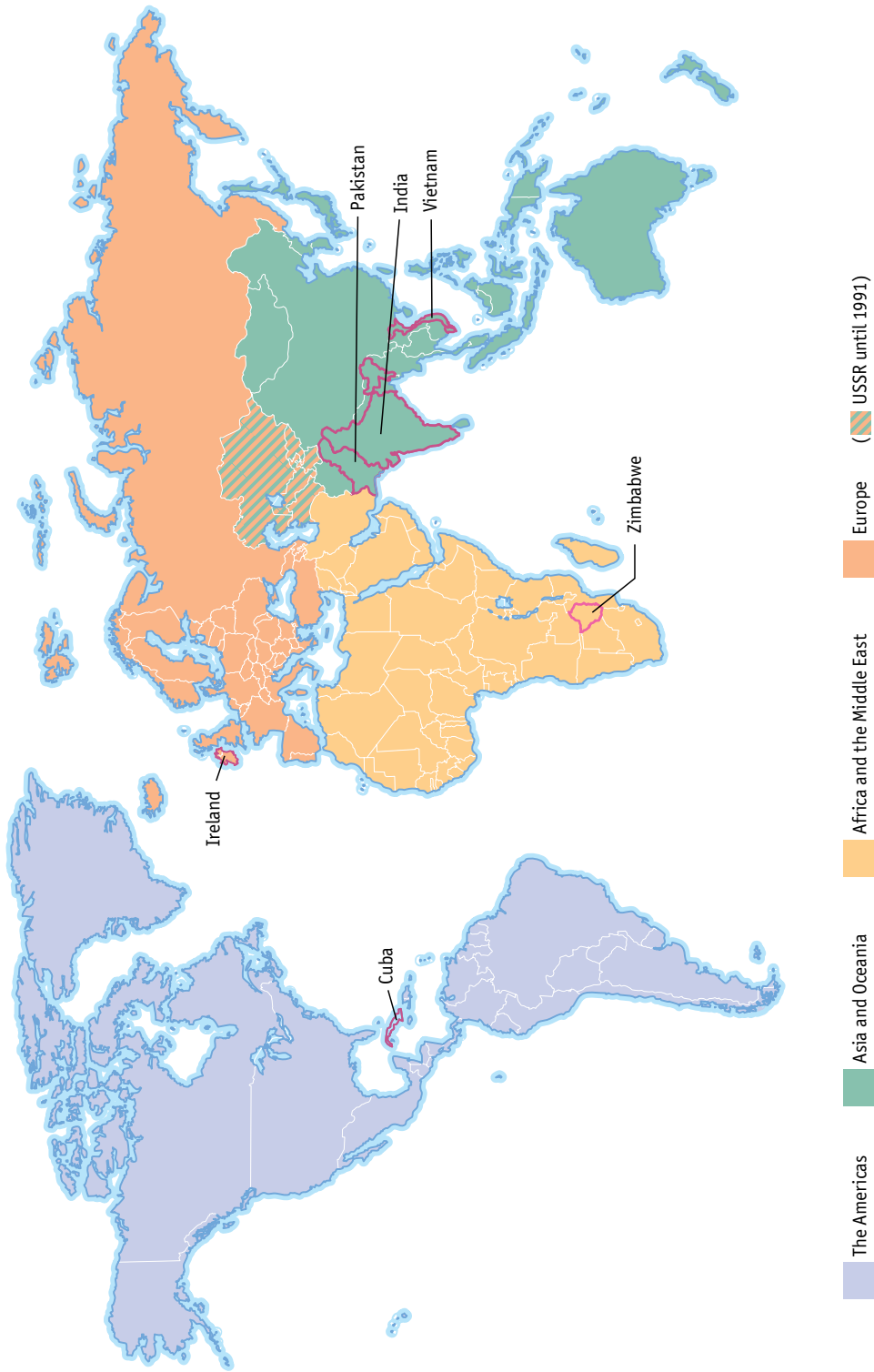


Figure 1.2 The four IB regions are shown on this map, along with some of the states covered in this book

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Introduction**IB History and regions of the world**

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

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

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 independence movements in Africa and the Middle East, Asia and Oceania, the Americas and Europe specifically identified in the IB History Guide. These may include the Algerian struggle against French colonial rule, led by Ahmed Ben Bella; the leading role played by Kwame Nkrumah in the nationalist movement in Ghana; the role of Jean-Jacques Dessalines in the struggle for independence in Haiti; or the struggle for Greek independence and the role played by Theodoros Kolokotronis.

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.

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 that, 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, such concepts influenced thinking and subsequent actions with very little modification. In the African, Asian and Americas case studies, however, these ideologies were substantially modified. The reasons for this were both social and economic. The situations in the African, Asian and American countries under consideration in this book were very different from the European political, economic and social conditions in which these ideologies originated.

Nationalism

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

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.

An extract from Johann Gottlieb Fichte's 'Thirteenth Address' in 1806. Fichte was a German nationalist writing at the time of the Napoleonic Wars. Quoted in G.A. Kelly (ed.) (1968), *Addresses to the German Nation*, New York: Harper Torch, pp. 190–1.

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, Asian and Americas 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. The problem was that communism was ill-suited to practical application in the agrarian societies that formed the colonial possessions under study.

Colonialism

'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.

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Introduction**Decolonialism**

‘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 (See **Source B**).

SOURCE B

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.

John Kenneth Galbraith, an influential economic thinker during the 1960s, comments on colonialism. J.K. Galbraith (1994), *A Journey Through Economic Time: A Firsthand View*, Boston: Houghton Mifflin, p. 159.

Neo-colonialism

‘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 (See **Source C**).

SOURCE C

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.

Kwame Nkrumah, who became leader of the first newly independent African country, Ghana, in 1957, comments on neo-colonialism. K. Nkrumah (1965), *Neo-colonialism: The Last Stage of Imperialism*, London: Thomas Nelson & Sons, p. 1.

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.

In the African, Asian and Americas 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 inappropriate. They see such moves as promoting the interests of the colonial powers, leaving many colonies unprepared for self-government and ill-equipped for independence.

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 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.

Globalisation: 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.

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 the reasons for the emergence and rise of independence movements
- understand and explain the various reasons why the countries in the African, Asian, Americas and European case studies emerged as independent states
- evaluate the significance of the roles played by specific individuals
- show an understanding of the challenges faced by the newly independent states in these four regions
- analyse the effectiveness of those independent states that emerged during the first ten years of their existence
- understand and explain all the case studies in the context of the impact of the various relevant wars.