

3. World history

The Russian revolution

1. The **Russian revolution** (1917) was an **economic explosion** hastened by the incompetence of the autocratic regime. It was basically an expression of economic hardships faced by the Russian society.

2. Economic reasons

1. The **industry** had developed in Russia by the end of the nineteenth century but the **profits** that accrued were **confined to few hands**.

2. The **workers** suffered from **long hours of work**. They were paid **low wages**. Heavy **finances** were imposed on them and they were treated inhumanely. The **capitalists blocked factory reform** while the workers tried to protest through the strikes.

3. The **condition of the peasantry** was no better off. There was the shortage of **land**. The peasants carried out the cultivation with **primitive tools** and **outdated methods**. Further, the peasants had to bear **heavy burden of taxation**.

4. Russia joined the World War I which aggravated the situation and sufferings. **Although, there was plenty of food** in the country, it did not reach the cities in sufficient quantities because of the war time arrangement of **transportation**.

3. War

1. As the war continued, though, the **Tsar refused to consult main parties** in the **Duma**.

2. The war also had a **severe impact on industry**. Russia's own industries were few in number and the country was **cut off from other suppliers** of industrial goods by German control of the Baltic Sea.

3. By 1916, **railway lines began to break down**. Able bodied men were called up to the war. As a result, there were **labour shortages** and small workshops producing essentials were shut down.

4. **Russian army destroyed crops and buildings** to prevent the enemy from being able to live off the land. The destruction of crops and buildings led to over **3 million refugees in Russia**. The situation discredited the government and the Tsar.

5. **Soldiers** did not wish to fight such a war.

4. Thus, **corrupt rule of the Czar** coupled with its inability to diffuse economic grievances brought the revolution.

5. Russian peasants vs France peasants

1. During the French revolution, **peasants respected nobles and fought** for them. In **Russia**, peasants wanted the land of the nobles to be given to them. Frequently, they **refused to pay rent** and even **murdered landlords**.

2. **Russian peasants** were different from other European peasants in another way. They **pooled their land periodically** and their commune (mir) divided it according to the needs of individual families. Some Russian socialists felt that the Russian peasant custom of dividing land periodically made them **natural socialists**.

6. What changed after 1918 October revolution

1. The Bolsheviks were totally **opposed to private property**. Most **industry and banks were nationalised** in November 1917. This meant that the government took over ownership and management.

2. **Trade unions were kept under party control**.

3. **Land was declared social property** and peasants were allowed to seize the land of the nobility.

4. In cities, Bolsheviks enforced the **partition of large houses** according to family requirements.

5. They **banned the use of the old titles of aristocracy**.

6. Russia **became a one party state**. The **secret police** punished those who criticised the Bolsheviks.

7. Russian civil war

1. When the **Bolsheviks ordered land redistribution**, the Russian **army began to break** up. Soldiers, mostly peasants, wished to go home for the redistribution and deserted.

2. **Non-Bolshevik** socialists, **liberals** and supporters of autocracy **condemned the Bolshevik uprising**. Their leaders moved to south Russia and organised troops to fight the Bolsheviks. During 1918 and 1919, the **greens** (Socialist Revolutionaries) and **whites** (pro-Tsarists) controlled most of the Russian empire.

3. **They were backed by French, American, British** and Japanese troops who were worried at the growth of **socialism** in Russia.

4. Supporters of **private property** among **whites took harsh steps** with peasants who had seized land. Such actions led to the **loss of popular support** for the non-Bolsheviks.

5. By January 1920, the **Bolsheviks controlled** most of the former **Russian empire**. They succeeded due to cooperation with non-Russian

nationalities and **Muslim jadidists**. Cooperation did not work where Russian colonists themselves turned Bolshevik.

8. Global influence of Russian revolution

1. The possibility of a workers state fired people's imagination across the world. In many countries, **communist parties were formed** like the Communist Party of Great Britain.

2. Many **outside USSR** participated in the Conference of the Peoples of the East (1920) and the Bolshevik founded **comintern** (an international union of pro-Bolshevik socialist parties).

3. Some **received education** in USSR's **Communist university** of the workers of the East. By the time of the outbreak of the Second World War, the USSR had **given socialism a global face and world stature**.

4. A backward country had become a great power. Its **industries and agriculture had developed** and the poor were being fed. But it had denied the essential freedoms to its citizens and carried out its developmental projects through **repressive policies**.

French revolution

1. **French society had 3 estates** namely Clergy, Nobility and the Rest.

2. Social causes

1. About **60 percent of the land** was owned by nobles, Church and other richer members of the third estate.

2. The members of the first two estates were **exempted from paying taxes** to the state. The nobles further enjoyed **feudal privileges**. These included feudal dues, which they extracted from the peasants.

3. The **Church extracted its share of taxes** called **tithes** from the peasants, and finally, all members of the third estate had to pay **taxes to the state**.

4. The **rise of middle class** was also a reason. Many educated people believed that no group in society should be privileged by birth. Rather, a person's social position must depend on his **merit**.

5. There was **moral degeneration** of first two estates, especially of higher clergy. The **nobility completely neglected their duties** and degenerated into band of greedy and vicious courtiers. Monarch was not ready to carry out the urgent reforms needed. His administration was riddled with **corruption**.

3. Economic causes

1. **Long years of war** had drained the financial resources of France.

Added to this was the cost of maintaining an **extravagant court** at the immense palace of Versailles.

2. **Unemployment** and **inequality** rose drastically. **Wages** did not keep pace with the price rise. A situation has come where basic needs of livelihood are endangered.

4. Philosophers

1. Another cause of the French revolution was the effect of the preachings of the French philosophers. **Montesquieu, Voltaire and Rousseau** were the three intellectual giants of the age. The **18th century** has been called as the Age of Reason, because of the ideas expressed by the French intellectuals. They gave people an **idea of new society** based upon a new philosophy of life.

2. **Voltaire** attacked the **religion**. **Locke** refuted the **absolute right** of monarch. **Rousseau** asserted the doctrine of **popular sovereignty**. **Montesquieu** proposed a **division of power** within the government between the legislative, the executive and the judiciary.

3. Along with the above stated idea of governance, the intellectuals emphasised on **social reforms**. They **condemned slavery**. They also emphasised reason over prejudice.

4. The cumulative effect of their influence manifested in itself in **liberty, equality, fraternity**, which became guiding principles of revolution. Without these ideas, french revolution would have been **simply an outbreak of violence**.

5. They were mostly aristocrats, lawyers, business people whose lot in the existing order was far from unhappy. The doctrines of the philosophers came to be used later on, during the course of the revolution in France often to justify measures that the philosophers themselves would have opposed.

5. Post revolution

1. The situation in France continued to be tense post revolution years. Although **Louis XVI** had signed the constitution, he entered into **secret negotiations** with the King of **Prussia**. Before this could happen, the National Assembly voted in April 1792 to declare **war against Prussia and Austria**.

2. The revolutionary wars brought losses and economic difficulties to the people. Large sections of the population were convinced that the revolution had to be carried further, as the **constitution of 1791 gave political rights only to the richer sections** of society.

3. **Political clubs** became an important rallying point for people who

wished to **discuss government policies and plan** their own forms of action. The most successful of these clubs was that of the **Jacobins**.

4. The members of the **Jacobin club belonged mainly to the less prosperous sections** of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily wage workers.

6. Women's revolution

1. From the very beginning **women were active participants** in the events of French revolution. Most women of the **third estate** had to **work for a living**. Most women did not have access to **education or job training**. Only daughters of nobles or wealthier members of the third estate could study at a convent.

2. In order to discuss and voice their interests women **started their own political clubs** and newspapers. The Society of Revolutionary and **Republican Women** was the most famous of them. One of the main demands was that women enjoy the **same political rights as men**. They demanded the right to **vote**, to be **elected** to the Assembly and to hold political office.

3. In the early years, the **revolutionary government** did **introduce laws** that helped improve the lives of women. Together with the creation of state schools, **schooling was made compulsory** for all girls. Their fathers could no longer force them into **marriage against their will**.

4. Even after revolution, women's struggle for equal **political rights** continued. **During the Reign of Terror**, the new government issued laws ordering **closure of women's clubs** and banning their political activities. **Many prominent women were arrested** and a number of them executed.

5. Women's movements for **voting rights and equal wages** continued through the next two hundred years in many countries of the world. The fight for the vote was carried out through an **international suffrage** movement during the late nineteenth and early twentieth centuries. It was **finally in 1946 that women in France won** the right to vote.

7. Impact of French revolution

1. The **legal abolition of the nobility**, including its **feudal privileges**, by the National Assembly in 1789. This led to establishment of **capitalism**. Even the restored monarchy could not bring it back.

2. The **declaration of the Rights of Man and of the Citizen**, considered one of the world's most important statements of universal human rights, issued just after the abolition of the nobility.

3. It gave the term **nation** its **new meaning**. A nation is not territory that people belong to but it is the people themselves. From this flows the idea of **sovereignty** that people constituting the nation are source of all power.

4. It was **first genuinely democratic Government**. So planted the seeds for other democratic movements. For first time people such as workers, artisans, poor peasants got equality in voting rights.

5. **Formal separation of church and state** in 1794. This laid down the basis for separation of state and religion and establishment of a **secular state**.

6. France has **abolished slavery in its colonies**. And as a result **Haiti**, an french colony, became a republic. This was the **first republic established by the black people**.

7. The **Civil Code** of 1804, usually known as the **Napoleonic Code**, did away with all **privileges based on birth**, established **equality before the law** and secured the right to property.

8. The **re-organisation of France's inefficient governing system** into **departments** and **communes**. The establishment of the **metric system** in 1793. National system of **schools** known as **lycées** established in 1803. It **lead to modernised system** of administartion. In India, Tipu sultan and Ram Mohan Roy were inspired from this.

9. The French revolution had a major impact on **Europe and the New World**. It shaped **politics, society, religion and ideas** by bringing liberalism and the end of many feudal or traditional laws and practices..

8. Shortcomings of universal rights underlying the French Revolution

1. **All rights belonged to the men**. Women were given no political rights to vote or to hold public offices, totally against the principle of equality.

2. Equality also lacked among the men. **Men with only certain level of income** were allowed to vote.

3. **Jacobins** perpetuated **terror** in the masses which which was against the idea of **liberty** and freedom.

4. **French began with being liberators** but they ended up being **conquerors** thus going against their own values of liberty and equality.

5. **Slave trade** considered as one of the most inhuman way of exploration for serving vested interests was **carried on by French**, was a gross violation of human rights.

9. Napoleon achievements

1. In 1804, **Napoleon Bonaparte crowned himself emperor** of France. He set out to conquer neighbouring European countries, **dispossessing dynasties** and **creating kingdoms**. Napoleon saw his role as a moderniser of Europe.

2. He introduced many laws such as the **protection of private property**, **uniform system of weights** and measures provided by the **decimal system**.

3. Although the country had a national religion, he introduced the **Napoleonic Code**, which allowed **religious freedom** in France.

4. The **idea of democratic rights** was the most important legacy of the French revolution. These **spread from France to the rest of Europe** during the nineteenth century, where feudal system were abolished.

5. Jacobin regime **abolished slavery** in the French colonies like **Haiti**. This, however, turned out to be a short term measure as **Napoleon reintroduced** slavery.

10. How did Napoleon fuse the old France with new France

1. Napoleon declared that he wanted to **cement peace at home** by anything that could bring the French together and provide tranquility within families. He **reconciled the elements of the monarchy** with elements of the **revolution** which was the failed goal of Mirabeau in 1790.

2. Napoleon was largely successful in **attracting men from all parties** from ex-Jacobins to nobles, to his Government.

3. Signing the Concordat allowed Napoleon to **reconcile the religious differences** which had torn France apart during the Revolution.

4. A **general amnesty** signed by Napoleon allowed all but about one thousand of the most notorious **emigrants to return to France**.

5. Under Napoleon's rule, the **Napoleonic Code** as a civil code for France was introduced and some of its provision like **merit based recruitment to** government jobs and focus on clearly written law.

6. **Napoleon abolished feudal system. He freed the peasants** and other section of society from serfdom and manorial duties. Thus the anti-feudalism wave that hit Europe in 19th century owes its origin to the event in France.

11. Impact of French Revolution was local

1. French Revolution gave to the world the ideals of **equality, fraternity and liberty**. The preamble of our **constitution** explicitly mentions these ideals.

2. This shows the worldwide impact of the revolution but it's spread had occurred several years after the revolution and was **initially confined to**

Europe mainly because of the time frame, the circumstances of the time.

3. **Monarchies** were present in all the surrounding countries of France, so they **tried hard to contain** the spread of ideals further.

4. Napoleon captured the power and **restored autocracy** within few years. Although French revolution focused on liberty, equality and fraternity, it **denied the very rights** to people after revolution.

5. Lack of **transportation facilities** and global inter connectedness led to lack of spread of ideas.

12. Impact of Russian revolution was Global

1. **Increased interconnectedness** during the 20th century **led to easy spread** of ideas and beliefs which was absent 2 centuries ago.

2. **Industrial revolution** reached its zenith. It's **capitalist system was exploitative**. The workers were looking for an alternative and the Russian revolution gave it to them. Communism at that time seemed appropriate, it seemed liberating.

3. **Colonialism and imperialism were at its peak** during the 20th century. People in the colonies were critical of capitalism, because they thought it is what **impoverished them**. Communism sounded like a utopia to many countries and they started treating Russia as a father nation.

4. Russia's **economic model** was **highly successful** during initial years, which inspired many third world countries to take its path.

5. Leaders of communist Russia such as **Lenin and Stalin actively gave support** to communist form of Governments across the world. Stalin even used to force to setup communist Governments in many countries. For instance, Czechoslovakia.

Enlightenment

1. **Enlightenment is a process** in the history in which **orthodox, superstitious and illogical thinking** gave way to reasoning and **logical behaviour** in every aspect of life, be it social, religious and political. It made the society move towards growth and progress.

2. Driving forces behind it

1. **Exploration:** Exploration of world sparked the **curiosity** and made **Europeans question the old beliefs** and customs. They started enjoying the adventure in their lives.

2. **Reformation movements:** Protestants like **Martin Luther started reformation** movements which **questioned** the authorities of Church, Popes

and the nobilities who were **corrupt and blinded the people** with orthodox beliefs and **instilled fear** by penetrating state violence.

3. **Scientific revolution:** Scientists like **Galileo and Kepler challenged the wrong concepts** given by church and introduced scientific ideas that sun was surrounded by planets, **earth revolves around the sun**, etc which helped enlightening the masses.

4. **Role of philosophers:** People from the middle class like **Locke**, Immanuel **Kant** became the **voice of the common people** and created large scale awareness among the masses through their works.

Nation state

1. A **nation state** is a state that has **defined borders and territory**. It is a country in which the **same type of people exists**, organised by either race or cultural background. People there would speak **same language** and share a set of **cultural and national values**.

2. A **state is a political** and geopolitical entity, while a **nation is a cultural** and **ethnic** one. The term nation state implies that the two coincide, but nation state formation can take place at different times in different parts of the world, and has become the dominant form of world organisation.

3. A strange case of Britain

1. In Britain the formation of the nation state was **not the result of a sudden upheaval** or revolution. It was the result of a long drawn out process. There was no British nation prior to the eighteenth century. The **primary identities** of the people who **inhabited the British isles** were ethnic ones such as English, Welsh, Scot or Irish. All of these ethnic groups had their **own cultural and political** traditions.

2. But as the English nation steadily **grew in wealth and power**, it was able to extend its influence over the other nations of the islands. The **Act of Union (1707) between England and Scotland** that resulted in the formation of the United Kingdom of Great Britain meant, in effect, that England was able to impose its influence on Scotland.

3. The **British parliament** was henceforth **dominated by its English members**. The growth of a British identity meant that **Scotland's culture** and political institutions were **systematically suppressed**.

4. **Ireland** suffered a similar fate. It was a country deeply **divided between Catholics and Protestants**. The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country. Catholic

revolts against British dominance were suppressed.

5. A new British nation was forged through the **propagation of a dominant English culture**. The older nations survived only as subordinate partners in this union.

Imperialism and colonialism

1. Colonialism

1. **Colonialism** means the practice of **acquiring colonies** by conquest and making them dependent. This is also called as **old imperialism**.

2. **Neo-colonialism** is the practice of **economic exploitation and domination** of economically backward countries, by the powerful countries.

2. Imperialism

1. The term imperialism means the **practice of extending the power, control or rule** by a country over the **political and economic life** of the areas outside its own borders. This may be done through **military or other means**.

2. **Occupation and direct rule** over a country by another country is **not always an essential feature** of imperialism. The essential feature is **exploitation**, with or without direct political control.

3. New imperialism

1. During the initial period of industrial revolution, the **pursuit of colonies had slowed** down because colonies had become **uneconomical**.

2. However, the pursuits and rivalries **re-emerged** in the last quarter of the **19th century**. This is known as **New imperialism**.

3. New imperialism resulted because of the **economic system** that had developed as a result of **industrial revolution**.

4. During this phase a few industrialised capitalist countries established their **political and economic control** and domination over the rest of the world.

4. Conditions that helped the rise of Imperialism

1. **Industrial revolution:** Need **raw materials**. Need new markets.

2. **Protectionism:** Protectionism policy by European powers have led to **closing of domestic industries** from foreign goods. So investors have to find regions other than Europe to export their produce.

3. **Mercantilism:** Rulers believed that the **volume of world wealth** and trade was relatively constant, so one country's gain required another country's loss. A **colonial possession** should **provide wealth** to the country that controlled it.

4. **Extreme nationalism:** People and rulers believed that **nations greatness meant seizing colonial territory**. Not having colonies was perceived as a sign of weakness.

5. **Civilizing mission:** European nations considered it was their **moral responsibility to educate** ignorant peoples into higher culture and convert them to Christianity. Hence they thought imperialism was a noble task.

6. **Adventurers and explorers:** They had prominent role in Europe's taking over of Africa. They were the first ones to discover the **unknown territories**.

5. New Imperialism was a nationalistic, not an economic phenomena

1. Many colonies acquired were **economically useless**. British **New Guinea** or the **German Cameroons** offered little economic incentive to European countries.

2. Many nations developed myths of their **superiority** over other people. They also believed that colonies will add to their prestige and power. For instance, **Germany and Italy were jealous** of Britain and France for their huge empires. So, they also started conquering and grabbing colonies in a small way.

3. Imperialist countries took over some places in Asia and Africa because of their **military or strategic importance**. They established **naval bases** and **coaling stations** to strengthen her overseas empire.

4. **Overseas possessions** were also useful because they added to an imperialist country's **manpower**. Some of the people of the colonised countries were taken into the enemy, for use in wars and conquests.

5. However, in reality, the New imperialism was as economic as it was nationalistic. **Capitalist countries** had to find **new markets and buyers** for the goods their industries were producing. In addition to the markets, the imperial powers needed **new sources of raw materials** to feed over growing number of industries.

6. The New Imperialism thus was fed on as much as nationalism as on economic forces. It was not either Nationalism or economic considerations alone but the two acting in tandem that drove the sinews of New Imperialism.

6. Differences between American imperialism and European imperialism

1. **European imperialism** in Indonesia and Indo-China is **far older** than the American imperialism in Philippines (1890-1913).

2. Europeans captured these nations from the local rulers. Whereas, America captured Philippines from Spain.

3. US ran the administration of Philippines with the help of military government whereas there were civilian governments in Indonesia and China. US administration of the Philippines was always declared to be temporary, while no such aims were there for Europeans.

4. European powers were interested in the trade of spices and other raw materials from south-east Asia. There was no such motive of US in Philippines. American interest in the Philippines was the result of a desire to expand its economic influence into the Pacific and Asia.

5. Europeans tried to convert the local population to Christianity but there was no such in Philippines because the majority of the population was already Christian.

6. Finally, America supported Philippines to defeat Japanese forces in Philippines and got liberation. Whereas in Indo-China and Indonesia, the colonial states themselves raised the freedom struggle and won independence as a result of their long drawn freedom struggle movements.

Mercantilism

1. Mercantilism is an economic system that prevailed during 16th to 18th century when nation states tried to increase their wealth by promoting their exports and limiting imports. The strength of a nation was measured in terms of the wealth it possessed.

2. How it gave rise to colonialism and industrial revolution

1. To maximise their trade, countries expanded their overseas shipping and promoted naval force to protect their vessels.

2. The lookout for new markets and new avenues led to the establishment of trading ports in different countries which later became forts.

3. The growing industries back home needed raw materials and market for their finished goods. This gave rise to conflicts with the local rulers and drain of wealth from countries which later became colonies. The colonies essentially became source of raw materials and markets for finished goods.

4. The increasing outputs from the growth of industries needed fewer competitors. This was done by discouraging imports by imposing heavy duties.

3. Thus, mercantilism can be seen as an engine that led to the

development of colonial tendencies and revolutionised the industrial outputs by providing favourable trade policies, raw materials and new markets for the nation states.

Industrial revolution

1. What

1. During the later half of the 18th century there began a series of changes which revolutionised **the techniques of production** and methods of **transportation**. These developments resulted in the rise of a **new type of economy** known as an industrial economy. The term **Industrial Revolution** is used to describe these developments.

2. This phase of industrial development in Britain is **strongly associated** with **new machinery** and technologies. These made it possible to **produce goods** on a **massive scale** compared to handicraft and handloom industries.

2. Why Britain

1. It **had been politically stable** since the seventeenth century, with England, Wales and Scotland unified under a monarchy. This meant that the kingdom had common laws, a single currency and a market that was not fragmented.

2. Through her overseas trade she **had accumulated vast profits** which could provide the necessary capital.

3. She had **acquired colonies** which ensured a regular supply of raw materials and a markets for export. England developed a large shipping industry and had no problem of transportation.

4. England had **plenty of natural resources**, such as iron and coal, essential for industries. The sources of iron and coal existed side by side and this saved England from many difficulties that other countries faced.

5. By the end of the seventeenth century, **money was widely used as the medium of exchange**. Salaries were paid in cash rather than in kind. This gave people a wider choice for ways to spend their earnings and expanded the market for the sale of goods.

6. The **enclosure movement** had begun in the 18th century in which big land owners **consolidate their large land holdings** by buying small farms near their own properties. So, small peasants became unemployed. Thus there was no shortage labour force to work in the factories.

7. By 1784, there were **more than a hundred provincial banks** in

England, and during the next 10 years their numbers trebled. The financial requirements to establish and maintain big industrial enterprises were met by these banks.

8. No other country enjoyed all these advantages at this period. Some suffered from a lack of capital or natural resources and some from an unfavourable political system. While some other European countries had agrarian economies. Many of them, such as Italy and Germany, **were not even united** and suffered from many economic restrictions.

3. Cotton spinning and weaving

1. Spinning of cotton was so slow. But a series of **technological inventions** successfully closed the gap between the speed in spinning raw cotton into yarn or thread, and of weaving the yarn into fabric. Some inventions in cotton industry are below.

2. **Flying shuttle loom:** It made **possible to weave broader fabrics** in less time and consequently called for more yarn than could be supplied at the prevailing pace of spinning.

3. **Spinning jenny:** A single person **could spin several threads of yarn simultaneously**. This provided weavers with yarn at a faster rate than they could weave into fabric.

4. **Water frame:** Produced much **stronger thread** than before. This also made it possible to **weave pure cotton fabrics** rather than fabrics that combined linen and cotton yarn.

5. **Mule:** Allowed the **spinning of strong and fine yarn**.

6. **Power loom:** This was easy to work, **stopped automatically** every time a **thread broke** and could be used to weave any kind of material.

7. **Cotton gin:** This machine **made it possible to separate the seeds** from cotton three hundred times faster than by hand.

8. From the 1830s, developments in this industry concentrated on **increasing the productivity of workers** rather than bringing new machines into use.

4. Communication

1. To expand facilities for transport by water **much cheaper than overland**. So, England began **connecting rivers** and lakes with canals. Canals spread to Europe and America and was a big help in providing **cheaper transportation**, especially after steam boats came into use.

2. **Canals** were usually **built by big landowners** to increase the value of the **mines, quarries** or forests on their lands. The confluence of canals

created marketing centres in new towns.

3. The **city of Birmingham** owed its growth to its position at the heart of a canal system connecting London, the Bristol Channel, and the Mersey and Humber rivers.

4. In the 1830s, the **use of canals revealed several problems**. The congestion of vessels made movement slow on certain stretches of canals, and frost, flood or drought limited the time of their use. The railways now appeared as a **convenient alternative**.

5. **Penny post**, fast and cheap communication by letter, began to operate in England in the early 19th century. Soon it was adopted in other countries, including India.

5. Agriculture revolution

1. The revolution in agriculture had **started before the industrial revolution**. There were **changes in farming methods** to produce **more food**, and more importantly, to produce **cash crops** for the market and **raw materials** for industries.

2. New farm machinery included the **iron plough** and harrow for breaking the ground, the **mechanical drill for seeding** and the horse drawn cultivator to replace the hoe. There were also machines for **reaping** and threshing. Farmers adopted **intensive manuring** and the practice of **crop rotation** to maintain **soil fertility**.

3. With the **enclosure movement**, big landowners unfairly got **possession** of the peasant's small holding along with his own. The result was that the peasants were forced off the land.

4. With **no other means of livelihood**, they moved to the new **industrial towns** and cities where they got jobs at whatever wage the factory owner would pay. Industries thus benefited, but at the small farmer's expense.

China

1. Opium wars

1. The imperialist domination of China began with the **opium wars**. Before these opium Wars, only two Chinese ports were open to **foreign traders**. China was already a **prosperous civilisation** that had invented paper, printing and gunpowder. There was **no demand for British goods** in China. So the British had to pay back in gold and silver for importing Chinese tea, silk, jade and porcelain. This led to trade deficit for Britain.

2. So, British merchant started **smuggling opium** from India into

China on a large scale, to cover up for their cost of **importing** Chinese goods. British east India company has already established **monopoly** on the opium cultivation. But due to Chinese ban on opium, British used country traders to ship opium to China.

3. **1st Opium war:** Chinese government **officials seized an opium cargo** and destroyed it. Britain **declared war** and easily defeated the Chinese. The Treaty of Nanjing was signed, which forced **China to pay fines** to British for war damages. **Hong Kong** was to be given to Britain. **China had to open five port cities** to the British traders. Chinese government was **no longer free to impose tariffs** on the foreign goods.

4. **2nd Opium War:** Soon, **England and France fought** another war with China, on the pretext that a **French missionary** had been murdered and again China lost. This again led to **opening of several new ports** to Western trade and residence. Right of foreign travel in the interior of China. By the end of 1860s, China had to open 14 ports to Foreigners.

2. Sino-Japan war

1. For centuries, **Korea was a tributary state of China**. But Korea is important to Japan because, one, it is **strategically located** opposite the Japanese islands and, two, Korea's **natural resources** of coal and iron. This ultimately leads to War between Japan and China. Japan won thanks to its adopted western military technology.

2. As a result, China had to recognise Korea as an **independent state** and gave away Formosa, Taiwan and part of **Southern Manchuria to Japan** and was forced to pay about **\$150 million to Japan for war damages**.

3. Sphere of influence

1. Each western country had certain regions of China **reserved exclusively for their purpose** only (exclusive rights to build railway, mines etc in that region).

2. After war with Japan, China had **no money to pay war damages**. So, France, Russia, Britain and Germany agreed to **give loans** to China. In return for **exclusive rights** granted to them in some parts of territories in China. For instance, **Britain** had exclusive rights over **Yangtze valley**, and only **Russia** had the right to build railways in **Manchuria**. This division of China into spheres of influence has been often described as the cutting of the Chinese melon.

3. After the **economic depression** of the 1890s, **USA needed foreign trade** to boost its economy. In China, the American textile manufacturers had

found **markets for cheap cotton** goods. But United States feared that China would be completely parcelled out to France, Russia, Germany and Britain, because of those spheres of influences. So, US started **it's Me too policy**.

4. Therefore United States suggested the policy known as Open door policy. According to this policy, **all countries** would have **equal right** to make trade anywhere in China. Britain supported United States in this policy, thinking that it would **discourage the annexation of China** by Japan or Russia. Because Japan and Russia could easily send their armies to Chinese mainland.

4. Boxer rebellion

1. China's **humiliating defeats in Opium wars** and against Japan and subsequent economic exploitation by Western powers. The **extraterritorial right was granted to the foreigners**.

2. **Corruption, inefficiency** of their own royal government.

3. They resented the work of **Christian missionaries**, blaming them for harming traditional Chinese ceremonies and **family relations** and also missionaries pressured local officials to side with **Christian converts in local lawsuits** and **property disputes**.

4. This led to formation of a **secret organisation known as Yihetuan**. The foreigners called them Boxers. Boxers violently started **destroying properties** of foreigners, Christian missionaries and Chinese converts. Although the boxers were **officially denounced**, they were secretly supported by many of the royal court.

5. After the failure of boxer rebellion, **imperialism continued** with the cooperation from **Chinese warlords**. Foreign powers bought these military commanders by **giving loans** and in exchange the warlords granted even more privileges to the foreign powers.

6. Thus in a period of few decades, China had been reduced to a status of an **international colony**. Although **China was not conquered or occupied** by any imperialist country, but the effect of these developments in China were same as any other areas which were formally colonised.

5. Western influence

1. The beginning of western influence can be traced back to when **Jesuit missionaries** introduced **western sciences** such as **astronomy** and mathematics. But its impact was limited. Later on, **Britain used force to expand** its lucrative trade in opium leading to the first opium war.

2. **Britain forced Indian peasants** to grow opium, which was **sold**

illegally in China to get Gold, Silver. This was exchanged by Britain to buy tea, silk from China. This was called Triangular trade between Britain, India and China.

3. This undermined the ruling Qing dynasty and strengthened demands for reform and change. They build a modern administrative system, new army, an educational system, and set up local assemblies to establish constitutional government. They saw the need to protect China from colonisation.

4. The Manchu empire was overthrown and a republic established in 1911 under Sun Yat-sen. His programme was called the three principles (San min chui). These were nationalism, democracy and socialism regulating capital and equalising landholdings.

5. After the death of Sun, Chiang Kai-shek emerged as the leader of the Guomindang as he launched a military campaign to control the warlords, regional leaders who had usurped authority, and to eliminate the communists

6. The Guomindang despite its attempts to unite the country failed because of its narrow social base and limited political vision.

7. A major plank in Sun Yat-sen's programme, regulating capital and equalising land, was never carried out because the party ignored the peasantry and the rising social inequalities. It sought to impose military order rather than address the problems faced by the people.

8. The Guomindang blockade of the communists, forced CPC to seek another base. This led them to go on what came to be called the Long March (1934-35), 6,000 gruelling and difficult miles to Shanxi.

6. Chinese revolution in 1949

1. China was a peaceful country till beginning of the 19th century. It was ruled by Manchu dynasty. But foreign forces slowly started to occupy china. By the seeing the trade opportunities in china, British was the first one to have started its influence in china with the opium wars. Slowly other countries have started to occupy china.

2. The inefficiency of the Government to curb foreign intruders have led to rise of regional governments thus dealing a blow to national integration. This has led to war lord era, where power in China's provinces was dominated by army factions. The rise of communist party with various promises of land reforms, etc and inefficiency of KMT have led to final war.

7. Reasons for 1949 revolution

1. KMT seized power in China with promises of establishing

communist society, but it **utterly failed** in its objective. It rather started supporting **land lords** and also tried to **eliminate communists**, which caused much resentment among the Chinese.

2. KMT government was **fully corrupt**. The inflation during that time was very high. Thus people lost loyalty to KMT.

3. The most important one was **ineffective resistance** provided by KMT towards Japanese when they **occupied Manchuria** in 1931. KMT felt communist were bigger threat than Japan and started moving there army towards communist occupied areas. Thus dealing a huge **blow to its reputation**.

4. The **areas occupied by communists** were having **lesser inequalities in lands** and they effectively carried out various **land distribution** taking land away from land lords. Finally in 1949 Communists seized power from KMT and communist society was established.

8. Significance of 1949 revolution

1. **Communist Government** was set up in place of a corrupt capitalist Govt of Chiang Kai Sheik supported by USA.

2. **Rapid economic growth was observed** with focus on agriculture and small scale industries.

3. **Land reorganisation** was done and many efforts to improve working conditions of industrial workers were taken.

4. China was taken more **seriously at international level** due to economic and military strength. Also, there was a shift from US led **international affairs** to USSR.

9. Consequences of cultural revolution

1. Brought the country to a civil war which **severely hampered the progress**. **Students started attacking all authorities** even though they were not critics of Mao. Instead of uniting people towards a shared vision, it created conflict and chaos.

2. The **money required** for all these changes were diverted from **industrial development**, which led to a fall in industrial output. They also restricted entry of foreign technology leading to degradation of industrial production.

3. The **textbooks** were **enriched with enlightenment of Mao** and his revolutionary ideology instead of teaching effective education and methodology. This **ruined** students of job opportunities.

4. **A cult of personality** was developed by Mao, which severely halted

China's progress and plunged the country into despair.

5. Because of conflicting ideology between Chinese communist party and nationalist party and aftermath fraction between radical and soft reformist. The **democratic ideology got suppressed** and communist ideology got evolved.

Japan

1. In 1850s, US sent warships under **Commodore Perry**, and forced the **Japanese to open their country** for the American shipping and trade (Gun-boat diplomacy). Later, Japan made similar agreements with Britain, Holland, France and Russia. But Japan itself became an imperialist country after the Meiji Restoration.

2. Japan and meiji restoration

1. **Japan** lay on the route to China which the USA saw as a **major market**. Also, their whaling ships in the Pacific needed a place to **refuel**. At that time, only Holland traded with Japan. **Perry** (1794-1858) came to Japan to demand that the government sign a treaty that would **permit trade** and open diplomatic relations.

2. **Till then shogun dynasty** was in power in Japan. **Perry's arrival** had an important effect on **Japanese politics**. The **emperor** who till then had had little political power, now **re-emerged** as an important figure. In 1868, a movement forcibly removed the shogun from power, and **brought the Emperor to Edo**.

3. Officials and the people were **aware** that some European countries were building **colonial empires in India** and elsewhere. So they wanted to **save Japan** from such **subjugation**. The government launched a policy with the slogan **fukoku kyohei** (rich country, strong army). They realised that they needed to develop their **economy** and build a **strong army**, to protect themselves from Europeans. To do this they needed to create **a sense of nationhood** among the people, and to transform subjects into citizens.

4. **Modern education** institutions were setup. The imperial rescript on education of 1890 urged people to **pursue learning**, advance **public good** and promote common interests. A new school system began to be built from the 1870s in which **schooling was made compulsory** for boys and girls. **Tuition fees** were minimal. The curriculum had been based on **western models** but emphasis was also on Japanese history.

5. To integrate the nation, a new **administrative structure** by altering

old village and domain boundaries. The administrative unit had to have **revenue adequate** to maintain the local schools and health facilities, etc.

6. A modern **military force** was developed.

7. A **legal system** was set up to regulate the **formation of political groups**, control the holding of meetings and impose **strict censorship**. Japan developed economically and acquired a colonial empire that **suppressed the spread of democracy** at home and put it in collision with the people it colonised.

8. Another important part of the Meiji reforms was the **modernising of the economy**. Funds were raised by levying an **agricultural tax**. **Textile machinery** was imported from Europe, and **foreign technicians** were employed to train workers, as well as to teach in universities and schools, and Japanese students were sent abroad. **Modern banking** institutions were setup in Japan. To reduce population pressure government actively **encouraged migration** to colonies of Japan and to other countries too.

9. The **rapid and unregulated growth of industry** and the demand for natural resources such as timber led to **environmental destruction**.

10. The Meiji constitution was based on a restricted franchise and created a **Diet with limited powers**.

3. China and Japan path to modernisation

1. The histories of Japan and China show how different historical conditions led them on widely **divergent paths** to building independent and modern nations.

2. Japan didn't go through **colonisation**, it itself had colonial empires like Taiwan, Manchuria, etc. China underwent **colonial humiliation**.

3. Japan followed and maintained **traditional values** like **respect for elders, worship of emperor**, etc along with modern education system. **China given up traditional values** and sought modern ideas. The CCP and its supporters fought to put an end to tradition, which they saw as keeping the masses in **poverty**, the **women subjugated** and the **country un-developed**.

4. **Democracy** was established in Japan, while **China had a one party rule** and demands for democracy were suppressed brutally.

5. Japan followed west inspired **capitalistic economy** while China followed a socialistic path to economy.

Colonisation in Africa

1. Although African exploration started in late 15th century but for a

long time remained mainly to certain **coastal areas**. This had disastrous consequences due to slave trade. During this era, **Spanish were ruling Americas**. During that time, a large scale **extermination** of the native Americans happened because they were forced to **work in gold and silver mines** under inhumane conditions and got European diseases. So slaves from Africa were brought to America.

2. Why African slaves preferred

1. Native American **could easily run away** and hide in **jungles**. They were familiar with the territories, knew how to **survive on local plants** and animals. They could also escape and blend in as white town. Africans could neither go home nor disguise themselves among town folks.

2. White prisoners were not **immune to tropical malaria** and yellow fever. African slaves had some immunity to such old world diseases as smallpox, mumps, and measles. Hence, **African labourer lived three to five times longer** than white labourers under the difficult conditions on plantations.

3. Slave trade

1. In medieval times, **Arabs had dominated the slave trade**. They organised slave caravans and moved them from the interior to the Gold and Slave coasts. Then **Portuguese entered** the slave trade business. Portuguese themselves also needed Black slaves to work in their **sugar plantations of Brazil**.

2. Some **African chiefs** also took part in this business. They sold slaves to Europeans in exchange of guns and ammunition, cloth, metal ware, spirits, cutlery, coins, decorative wear, horses, salt and paper.

3. But then **British decided to take over** this business. Later, Spain gave the monopoly of slave trade to Britain.

4. **Triangular trade** is the term used to describe the prosperous trading cycle across **Atlantic** as a result of Slave trade. **European merchants purchased slaves** from African chiefs in exchange of manufactured products. They **sold the slaves in the Caribbean** and purchased such easily transportable commodities as sugar, cotton, and tobacco. Finally the **merchants would sell sugar**, cotton, and tobacco in Europe and North America.

4. Why slave trade declined after 1850s

1. **European economies** began to **shift from agriculture to industry**. Plantations remained profitable, but Europeans had promising **new areas for investment**.

2. The slave operated American plantations had to compete for **capital and preferential laws** with textile mills and other industries that hired free labourers.

3. American slave societies approached the point where they **could reproduce enough offspring** to meet the needs. So, not much need for further slave import from Africa.

4. Slavery was also a **hindrance** if the interior of **Africa was to be opened** to colonial exploitation. In fact, some colonial **powers** waged war against African chiefs in the **pretext of abolishing slave trade**, so they could establish colony there.

5. Consequences of slave trade

1. Millions of Africans were **uprooted from their homes** which stifled African **creativity** and production. In the American plantations, they were forced to work in **inhumane conditions**. Slaving and slave trading **stimulated warfare**, corrupted laws. It created a class of **elite rulers** and traders.

2. Slave trade was the beginning of a **dependency relationship with Europe**. This relationship was based on the exchange of Africa's valuable primary products for European **manufactured goods**. This dependency continued after the slave trade ended, through a colonial period and beyond.

3. In this sense, the slave trade was the **first step** toward **modern Africa's current status** as a region where **technological development** has yet to match that of more industrialised nations.

4. **African culture mixed with Europeans** and Native Americans. This led to new **mixed races**, music, literature, cuisine, culture, religious practices, deep impact on American history, civil wars etc.

5. Anyways, by the time slave trade declined, the **exploration of the interior of Africa** had begun and preparations made by the European powers to impose **another kind of slavery** on the continent of Africa for the direct conquest of almost entire Africa.

6. Why Africa was easily conquered

1. **Economic might** of the imperialist powers was greater than the economic resources of the African states. African kings did not have the financial resources to fight a long war.

2. In **terms of military strength**, the imperialist countries were far **more powerful** than the African states. Most of the time, Africans fought with axes, bows and knives, while **Europeans used a fast firing gun**.

3. The **African states were not political united**. There were conflicts

between states and within states. Often these African kings sought the support of the Europeans against their rivals.

4. But on the other hand, the **imperialist countries** participating in the scramble for Africa were **united**.

7. The Scramble for Africa

1. All European countries were eager to get the **maximum of African territory** in the shortest possible time. Often their competition was about to result in a war. But in every case, they **avoided war** and **signed agreements** as to who will get which part of Africa.

2. In 1884-85, **European states organised a congress** in **Berlin** to decide how to share out Africa among themselves. **No African state was represented** at this Berlin Congress. **Treaties** were **signed** between European powers to settle disputes over claims to African territories between themselves.

3. Most of **treaties** signed between African chiefs and Europeans **were fraudulent and bogus**. Other European powers would accept such bogus interpretations. Thus African occupation was done without any hindrance.

4. By the **end of 19th century**, the partition of Africa was **nearly completed** in this manner. This is generally referred to as **paper partition** because the actual partition took much longer time (due to internal rebellions). About **thirty per cent of all boundaries** in Africa are in straight lines because the continent of Africa was partitioned on paper map, in the conference rooms of Europe.

American revolution

1. **Mercantilism** is a policy that anything which benefitted the empire (England) was good policy. England **believed that wealth was static** and is measured by amount of gold one country possessed. So exports are preferred over imports.

2. What is a revolution

1. A revolution means a **drastic or radical change** in social, **economic** or **political** life of society. Changes in political and social systems have often been brought about by revolutions. A revolution can be the **sudden overthrow** of an established government or system by force and bloodshed or it can also be a great change that **comes slowly** and peacefully.

2. However every change of government is not a revolution. A revolution involves a fundamental **change in the entire political system** of a

country, a change in the nature of government, in the class or classes that hold political power, and also in the aims of the government.

3. People do not usually revolt against a government or a certain system unless they believe that it is **no longer possible to live** in the old way. Revolutions occur when an existing system becomes **unbearable** to a vast majority of the people. This, in itself, makes conditions ripe for setting up a new system.

4. Revolutions are **contagious**. Revolutionary ideas originating in one place may spread to other places **very fast and influence the thinking** and actions of peoples suffering under oppressive governments in other lands.

5. Revolutions have played an **essential role in the development** of human societies. Without them, one kind of system, however unsuitable for the times it might be, would continue for ever and there would be no progress.

3. The English colonies in America

1. By the middle of the **18th century there were 13 English colonies** in North America along the Atlantic coast. Landless peasants, people seeking **religious freedom**, traders, and **profiteers** had settled there. The bulk of the population consisted of independent farmers. **Infant industries** had developed in such products as wool, flax, and leather.

2. In the north there were **fishing and ship building** industries. In the south, large plantations like feudal manors had grown up where **tobacco and cotton were grown** with slave labour brought from Africa.

3. Each colony had a **local assembly** elected by qualified voters. These assemblies enacted laws concerning **local matters**, and **levied taxes**. However, they were under the rule of the mother country.

4. By the 18th century, the **colonists found the laws** which the English government imposed upon them more and more **objectionable**. The idea of being an **independent nation** grew and developed into the revolutionary war in which the colonists gained their independence.

4. Economic causes

1. The colonial policy of England in **economic matters** was the **primary cause** of resentment in the American colonies. England's policies did not encourage the American colonies to develop an economy of their own. The colonies were also **forbidden to start certain industries**, for example, iron works and textiles. They were forced to import these goods from England.

2. The English Parliament had **forbidden them to use non-British ships**

in their trade. Certain products, such as tobacco, cotton and sugar, could be **exported only to England**. **Heavy duties** were imposed on the **import** of goods in the colonies from other places. Thus the growth of industry and trade in the colonies was impeded.

3. The English also angered the colonists by issuing a proclamation to **prevent** them from **moving west into new lands**. English aristocrats had bought lands in America and got rents from the farmers. They wanted to **keep the colonists as renters**.

4. English Government was burdened with **debt due to incessant wars**. In 1765, the English Parliament passed the **Stamp act** which imposed **stamp taxes** on all **business transactions** in the American colonies. This act aroused violent resentment among all sections.

5. The colonists claimed that, since English Parliament had no representatives from the colonies, it had **no right to levy taxes** on them. The revenue from these taxes was used not in the interests of the colonies but of English.

5. Philosophers

1. The American revolutionaries were **inspired by the ideas of the French** and English philosophers of the 17th century. **Locke, Harrington, Milton** believed that men had certain fundamental rights which no government had the right to infringe.

2. American thinkers, especially **Thomas Jefferson**, were also inspired by what French philosophers were saying and writing at that time. Jefferson asserted the **colonist's right to rebellion**, and encouraged their increasing desire for independence.

6. No taxation without representation

1. The **leaders in the Massachusetts colony** called together representatives from other colonies to consider their common problems. In this Massachusetts assembly, **they agreed and declared** that the English Parliament had no right to levy taxes on them. **No taxation without representation** was the slogan they adopted.

2. And they threatened to stop the import of British goods. The threat led English to **repeal the Stamp Act**, but Parliament still insisted that it had the **right to levy taxes**. Then Parliament **imposed a tax on consumer goods** coming into the colonies, such as paper, glass, tea and paint.

7. Boston Tea Party

1. The **tax on tea led to trouble**. In 1773, several colonies refused to

unload the tea coming in English ships. In Boston, when the governor ordered a ship to be unloaded, a group of citizens, dressed as American Indians, boarded the ship and **dumped the crates of tea into the water**.

2. This incident is known as **the Boston Tea Party**. The English government then closed the port of Boston to all trade and precipitated the uprising of the colonies.

8. No affection for England in colonies

1. A lot of people had settled in the colonies when they were **prosecuted on religious grounds**.

2. Colonies wanted equality, whereas **class differences** existed in England.

9. English policies

1. **Greenville's policy:** New taxes were imposed. **Navigation acts were implemented**. Direct taxes were levied. By means of revenue collected from taxes, a **permanent massive army was to be deployed** in America to safeguard colonies from French invasions.

2. **Rockingham's declaratory act:** **Rockingham formed Govt in England** and passed an Act which declared that the British Parliament was fully empowered to levy taxes on Americans.

10. Significance of the American Revolution

1. The **first written constitution came** into existence. It definitely encouraged the tradition of constitutionalism.

2. It **strengthened the position of middle classes** in America and it encouraged the **liberal ideas**.

3. The main achievement of the American Revolution was the **establishment of a republic**. This republic was, however, not truly democratic. The **right to vote was limited**. Negroes, most of them still slaves, American Indians, and women had no vote.

4. It was a serious **jolt** to the policy of mercantilism and **colonialism**.

5. **First federal Govt was formed** in the world. The concept of federalism is much suited to multi racial, multi social, multi regional country. Later this inspired many countries including India.

6. The words of the Declaration of Independence regarding the equality of all men and the **inalienable rights** formed basis for all future **liberal democracies**. Lafayette, the French general who fought on the side of American revolutionaries, was soon to become a hero of the French Revolution.

7. By its example, the American Revolution **inspired many revolutionaries in Europe** later in the 19th century. It encouraged **Spanish and Portuguese colonies** in Central and South America to rebel and gain their independence.

8. Election laws in all states favoured men of property for many years. But progress towards **democracy** had begun. In some states, **state religion was abolished**, along with religious qualifications for holding public offices.

Unification of Germany

1. In the 18th century, **Germany was divided into a number of states**. Some of these states were very small and did not extend beyond the limits of a city. During the **Napoleonic wars**, many of these states ceased to exist. At the end of the wars there were still **thirty eight independent states** in Germany. Among them Prussia, Wurttemberg, Bavaria, and Saxony were fairly large.

2. **Prussia was the most powerful** in Militarily and in extent. It was also the most reactionary. The big landlords of Prussia known as **Junkers** formed the dominant section in Prussian society. Prussia was also one of the leaders of the Holy Alliance.

3. Factors behind unification

1. **German Language:** Prior to unification, over **300 distinct political entities** in central Europe **spoke German** or some close variation of it. This shared language experience allowed these **distinct entities to interact** and trade with one another.

2. **Trade:** Many distinct entities in central Europe **traded** with one another. But trading was **hindered** because of **lack of common currency** or exchange rate. **Zollverein**, a customs union, was formed for abolishing internal tariffs between the units. This **subdued much local feelings** and replaced it by wider and stronger element of German nationality.

3. **German nationalism:** During the **Napoleonic wars** of the early 19th century, the distinct **German settlements of central Europe** bonded over their shared experience of **subjugation**. With the growth of national consciousness the people of these states had started demanding the national unification of Germany, establishment of democratic government and social and economic reforms.

4. **Revolts:** In **1848 revolts** occurred in **every German state and the rulers** were forced **to grant democratic constitutions**. To unite Germany and to

frame a constitution for the united Germany, a constituent assembly met in **Frankfurt**. But the assembly gave nothing and 1848 revolt was failure.

4. Policy of blood and iron

1. Bismarck wanted to preserve the **predominance of the landed aristocrats** and the army in the united German state and to achieve the unification of Germany under the **leadership of the Prussian** monarchy. He described his policy of unification as one of blood and iron. The policy of blood and iron meant a policy of war.

2. The ultimate aim Bismarck had was **the elimination of Austria** from the Germanic confederation. So, First, he aligned with Austria in a war against **Denmark** over the possession of Schleswig and Holstein. After Denmark's defeat, he entered into an **alliance with Italy against Austria**, defeated Austria and dissolved the **Germanic Confederation**. Thus Austria was separated from other German states. The unification of Germany was completed as a result of a war **between Prussia and France**.

5. Policy of Coal and iron

1. German Unification had seen the use of **both Coal and Iron**, means **economic** actions and Blood and iron, means **war**.

2. Bismarck plan was to **separate Austria** then France and build **diplomatic ties with other** empires like Russia and Italy to achieve unification. He used the **economic tools** to build **Prussian capabilities** first and isolate Austria on economic front then defeat and usurp states from them.

3. **Zolleverin** was a free trade agreement between Prussia and other states to reduce **tariff barriers**. Prussia led the Zolleverin and **Austria was excluded from it**. This made other German **states dependent on Prussia**. Prussia led the **railway tracks** and set up **industries**. Railways were used to transport soldiers quickly over large distances.

4. So, Germany unification has been achieved by Blood and Iron majorly but the **base has been prepared** using the Coal and Iron strategy.

Italian unification

1. Like Germany, Italy was also **divided into a number of states**. The **major states** in the early 19th century Italy were **Sardinia, Lombardy, Venetia, kingdom of the Two Sicilies**, Papal States, Tuscany, Parma and Modena. Of these the most powerful was the kingdom of Sardinia. Venetia and Lombardy were under Austrian occupation.

2. Thus the Italian people were faced with the task **of expelling the**

Austrians and forcing the rulers of **independent states** to unite. The unification of Italy was brought about by many factors, which include foreign aid, able leadership and favourable circumstances.

3. **Cultural nationalism:** Each one of the people had a culture, history and language of its own. But in **order to protect one's culture**, each nation should create for itself a sovereign state. Thus cultural nationalism led to political nationalism. Consequently, these ideas could not be realised without the overthrow of the Government and **consequently nationalism** turned revolutionary.

4. Problems in unification of Italy

1. **Vienna congress** divided Italy and destroyed its **political unity**.
2. Venetia and Lombardy were provinces of Austria. **Pope was under hegemony of Austria**. So Austria directly or indirectly controlled Italy.
3. General **absence of national consciousness** in Italy. Regionalism, localism, provincialism, dominated among the people.
4. People were **unconscious of their nationalism**.

5. Young Italy

1. The struggle for Italian independence and unification was organised by **Mazzini** and **Garibaldi**.
2. The movement led by them is known as the Young Italy movement. It aimed at the **independence and unification of Italy** and the establishment of a republic there. It was a secretive organisation and tried to win over the Italians by **moral and intellectual fervour**.
3. Mazzini **educated Italians** that Italy was a nation, not a **geographical expression** and that the **Italian peninsula**, though divided politically, was living unity with common heritage.
4. **In 1848**, as in other parts of Europe, **revolutionary uprisings** had broken out in Italy and the rulers were forced to grant certain **democratic reforms** to the people. However, the goal of independence and unification was still distant.

6. Italy after the revolution of 1848

1. The king of Sardinia had introduced **many reforms in the political system** of his kingdom after the revolution of 1848. After 1848, his prime minister, Count Cavour, took the initiative of uniting Italy under the leadership of Sardinia.

2. Cavour's policy in some ways was similar to that followed by Bismarck in Germany. Hoping to gain the support of Britain and France, he

entered the **Crimean war in 1853-56 against Russia** even though Sardinia had no dispute with Russia. However, nothing came out of this war.

3. In 1859, **Cavour entered into an alliance with Louis Bonaparte** and went to war with Austria. Although France soon withdrew from the war, Austria was ousted from Lombardy, which was taken over by Sardinia.

4. Tuscany, Modena, Parma and the Papal States of the north also joined Sardinia. Venetia, however, was still under **Austrian occupation**. The other states that remained to be united with Sardinia were the Kingdom of the Two Sicilies and Rome which was under the rule of the Pope.

7. Uprising in Sicilies

1. Meanwhile an uprising had broken out in the Kingdom of the Two Sicilies. Garibaldi marched into the island of Sicily with his revolutionary fighters and liberated it from the rule of the king within three months. Then he marched to Naples in support of the revolt that had already broken out there.

2. By the end of November 1860, the entire kingdom of the two Sicilies had been liberated. The Italian revolutionaries were not perhaps strong enough to push the victory of the people in the Sicilies further with a view to establishing a united republic of Italy.

3. They surrendered the former kingdom to the King of Sardinia, Victor Emmanuel II, who then took the title of King of Italy in 1861.

4. Garibaldi, the revolutionary who had played such a vital role in the liberation and unification of Italy, now retired to lead a life of obscurity.

8. Consequences of German and Italian unification

1. One of the aspects of the movements described so far is the gradual growth of **political democracy**, that is, the ever **increasing participation of people** in the political life of a country. The period of autocracies and privileged aristocracies was gradually coming to an end. Alongside, there were also the movements for **national unity** and national independence.

2. These movements were victorious in Italy, Germany, and some other countries of Europe and in the Americas. In a few more decades they were to succeed in the rest of Europe and in the recent period in most of the world. It is necessary to remember here that the **new political and economic system** that was emerging in Europe in the 19th century was also creating imperialism.

9. Comparison between Italian and German unifications

1. **Time:** The unification movements of both countries took place at

roughly the same time in the mid 19th century and were motivated by liberalism and nationalism.

2. **Number of separate states:** Italy and Germany both were **divided into a number of separate states** which were ruled by despotic kings. But these states in both the countries shared a **common language** and a common history. Austria was main obstacle to both the countries.

3. **Napoleon:** Napoleon during his conquests of Italy and Germany taught them **ideas of liberalism and nationalism**. In Italy, Napoleon created a united Kingdom of Italy. As for Germany, **Napoleon reduced** the number of **German states** from over three hundred to thirty nine. This led to **nationalist sentiments** in Italy and Germany which influenced the much of the unification later.

4. **Congress of Vienna:** European countries at congress of Vienna divided the **Italian peninsula into petty states** and restored previous rulers. In Germany too, absolute governments were restored in all the states by the Congress of Vienna. Such turning the clock back greatly frustrated Italian and German liberals and patriots.

5. **Diplomacy and war:** In achieving Italian and German unifications, both Cavour and Bismarck made **great use of diplomacy** and war.

10. Contrast between both

1. **Zollverein** which was **launched by Prussia in 1818** made Prussia economically strong but also improved its **relation** with other German states. But in **Italy, no customs union comparable** to the Zollverein aided the movement towards unification. Only Piedmont herself, under the guidance of Prime Minister Cavour, implemented some economic reforms.

2. **Italian** unification **supported by France and Great Britain**, while German unification adversed by France and Great Britain.

3. Italian unification owed much to the **leadership of Piedmont and Cavour**. Yet, **forces from below were** also important, especially the **liberals** and nationalists who rallied to Cavour and Garibaldi.

4. On the other hand, **unification from above was** clearly the pattern in Germany. It was achieved mainly by Prussia, her army, her ruling **Junker class**, and the Junker leader Bismarck.

Policy of containment

1. Policy of Containment was a United States policy to **prevent the spread of communism abroad**.

2. Steps by USA

1. **Marshall Plan provided financial help** to nations so as to develop them economically and to check spread of communism. So US invested heavily in Western Europe, Japan, Turkey and Greece.
2. Formation of **NATO** to counter USSR militarily.
3. Even some historian argues that **Nuclear bombing of Japan** by US was a part of this strategy to deter USSR.
4. **Foreign interventions** in countries like **Vietnam, Angola, Korea, China** etc. was made to prevent spread of communism in those countries. It meddled in **internal affairs** in India and Pakistan **and sided with Pakistan** so as to have a friendly neighbour beside USSR.
5. Rise of communism in China and USSR made it inevitable for USA to have strong ally in the east. So it enthusiastically **aided Japan's** development.
6. USA in cooperation with other countries **gave rise to Breton wood twins** to influence financial order in the world. They both led to **dollar diplomacy** and dollar as exchange gold standard and reduced influence of USSR.

Cuban Missiles crisis

1. Cuban crisis was a **short confrontation** between US and USSR in 1962 concerning American ballistic missile deployment in Italy and Turkey with consequent **Soviet ballistic missile deployment in Cuba**.
2. **Events leading upto it**
 1. The **failed bay of pigs invasion** and the fall of the Berlin war made the score for both US and USSR equal.
 2. In 1962, **US spy planes discovered missile launching pads in Cuba** and the US president ordered immediate destruction and a **naval blockade** to prevent Russian missiles from reaching. In defiance, **Russia sent warship to Cuba** and raised the possibility of confrontation between the superpowers.
 3. It ended, **when Russia blinked first** and called back the ships, and in exchange US agreed to remove American missiles from **Turkey**. This was the climax of the Cold war, and led to signing of the **Nuclear Test ban treaty**.
 4. The US has agreed to **remove its embargo on Cuba**, which was one of the last remaining remnants of the Cold War. Ironically, at a time of renewed Russian aggression and the symptoms of a new cold war.

3. Consequences

1. No side engaged in a full throttle hot war but the **differences between US and USSR became even stark.**
2. **Cold war intensified setting** the stage for future military and **diplomatic confrontations** between US and USSR.
3. **Cuban communist** regime was allowed to rule and it **survived** for long. However, Cuba-US relations withered.
4. Both **US and USSR started expanding** their ideological **influence base** by making military alliances and signing treaties.

Marshall Plan, 1948

1. By the end of World War II, **Europe was ravaged by war** and thus **susceptible** to exploitation by an internal and external **communist** threat. Fanned by the fear of Communist expansion, congress passed the **Economic Cooperation** act for rebuilding of Western Europe.
2. From 1945 through 1947, the **United States was already assisting** European economic recovery with direct **financial aid**. Military assistance to Greece and Turkey was being given. The **newly formed United Nations** was providing **humanitarian assistance**. The Marshall Plan significantly magnified their own efforts and reduced the suffering and time West Europe took to recover from the war.
3. Marshall Plan was intended to **rebuild the economies and spirits of western Europe**. Marshall was convinced the key to restoration of **political stability** lay in the revitalisation of national economies. It was also aimed at **blunting the advances of communism in that region**. The program whose official title was European Recovery Program.

4. Aims

1. Increasing **production**.
2. Expanding European **foreign trade**.
3. Facilitating European **economic cooperation** and integration.
4. Controlling **inflation**.

5. Results

1. Marshall Plan nations were **assisted greatly** in western Europe economic recovery. From 1948 through 1952 European economies **grew at an unprecedented rate**. The Marshall Plan was very successful.
2. The western European countries involved experienced a **rise** in their **GNP of 15 to 25 percent** during this period. The plan contributed greatly to

the rapid renewal of the western European chemical, engineering and **steel industries**.

3. Trade relations led to the formation of **the North Atlantic alliance**.
4. **Economic prosperity** led by coal and steel industries helped to shape what we know now as the **European Union**.

Why Soviet union disintegrated

1. **Economic stagnation** for many years led to severe **consumer shortages** and a large section of Soviet society began to doubt and question the system. **Internal weaknesses** of soviet political and economic institutions, which failed to meet the aspirations of the people, were responsible for the collapse of the system.

2. The Soviet Union had **become stagnant in an administrative** and political sense as well. Ordinary people were alienated by slow and stifling administration, **rampant corruption**, the inability of the system to correct mistakes it had made, the unwillingness to allow more openness in government, and the **centralisation of authority in a vast land**.

3. Worse still, the party **bureaucrats gained more privileges** than ordinary citizens. People did not identify with the system and with the rulers, and the government increasingly lost popular backing.

4. **Perestroika**: Refers to **economic reforms** enacted by Gorbachev in 1987 to **reform soviet's sliding economy**, but they were not enough. There were sections of Soviet society which felt that Gorbachev should have moved **much faster** and were disappointed and impatient with his methods.

5. **Glasnost**: It means transparency in Government functioning. However, this backfired as the public learned of **long standing political cover ups** revealing past and recent **atrocities**, missteps by leadership, **social and health failures** of the USSR and the true extent of national economic problems. This **further eroded support for the regime**.

6. Excessive centralisation led to growth of local **nationalism grew** within each of the **individual republics**, because of **excessive centralisation**. Many republics such as Ukraine, Belarus, Estonia, Latvia and Lithuania wanted to become independent.

7. The USSR was overly focused on **military buildup**, neglecting **domestic troubles** that would play a major role in bringing down the USSR. This was largely due to the perceived need to **keep pace with the massive USA** military build up.

8. Reforms initiated by Gorbachev

1. He made **foreign affairs a priority**, took initiatives for better relations with china and pushed Soviet withdrawal from **Afghanistan**. Gorbachev also encouraged **foreign investment in soviet enterprises**.
2. Freedom was given to **media to criticise the Government**.
3. For the first time, **parties other** than the communist party could participate in elections. Also, political changes were initiated that led to **a move towards democracy** within the Communist party.
4. In economic affairs, government grip was loosened. Small scale **private entrepreneurs** were allowed. **Computerisation** was started which reduced the manual labour.
5. **Workers were given the right to strike** for better wages and conditions.

Why communism survived in China

1. While **China had a historical uprising** of the masses, namely the peasants, the Soviet Union did not have a revolution supported by the majority of the people.
2. **Communism was deep rooted** in China. This was because, puppet governments supported by the Communist Party existed in **villages** during Japanese rule. They **taught peasants** the meaning of government, and sparked in them the feeling of belonging and of having a stake in government. While no such deep rooted communism existed in Russia.
3. **Chinese created a national identity** everyone could relate to. In the Soviet Union on the other hand, there were far **too many ethnic minorities** in the state. Rather than recognising that there were many ethnicities, like China did, the **soviet union rejected the ethnicities** which lead to its dislike among certain people.
4. Once Mikhail **Gorbachev** became General Secretary his political reforms **Perestroika** and **Glasnost**, both proved to be major **failures** within the Soviet Union. China on the other hand flourished with the reforms of Deng Xiaoping. **Deng put economic reform before political reform**. But Gorbachev, by pursuing political reform before economic reform, inadvertently dissolved the Soviet empire.
5. **China put less of an influence** on controlling the **entire country**, and more of an influence on the **economy**. China central Government **devolved many powers to provinces**, this ensured people remained happy with the

government. While, USSR was highly **centralised** state. It gave little powers to various provinces. This gave rise to resentment among various provinces.

6. The demise of Communism in the Soviet Union was their failure to adapt to times.

What is mandates system of League of nations

1. **Germany and Turkey were defeated in World War I.** They lost all their Asian and African possessions. Wilson wanted to give them **independence** but other countries want to annex them. But finally a compromise resulted known as Mandates system. According to which, these possessions would be governed by league of nation. In other words it was a device by which victors seized the colonies without actually admitting that they are doing.

2. The **mandates were divided into three groups** on the basis of their location and their level of political and economic development. They were then assigned to individual allied victors (mandatory powers, or mandatories).

3. **Class A** mandates consisted of the former **Turkish provinces** of Iraq, Syria, Lebanon, and Palestine. These territories were considered **sufficiently advanced** that their **provisional independence** was recognised, though they were still subject to allied administrative control until they were fully able to stand alone. **Iraq and Palestine were assigned to Great Britain**, while Turkish-ruled Syria and Lebanon went to France. All class A mandates had reached full independence by 1949.

4. **Class B** mandates consisted of the former **German ruled African colonies** of Tanganyika, parts of Togo land and the Cameroons, and Rwanda-Burundi. The **Allied powers were directly responsible** for the administration of these mandates but were subject to certain controls intended to protect the rights of the mandates' native peoples.

5. **Class C** mandates consisted of various **former German held territories** that mandatories subsequently administered as integral parts of their territory. **South West Africa** (now Namibia, assigned to South Africa), **New Guinea** (assigned to Australia), **Western Samoa** (now Samoa, assigned to New Zealand), the islands north of the Equator in the western Pacific (Japan), and Nauru (Australia, with Britain and New Zealand).

Why did ASEAN succeed where SAARC did not

1. Indonesia is the ASEAN's largest state but it has little influence toward its small states. But in **SAARC the power differences** between India

and the others is very wide. India's dominance hampered success of SAARC. This problem is often widened by lack of common political culture.

2. Asean members had serious **interstate disputes** which they decided to forget. On the other hand, Saarc members insisted that disputes be **resolved first**, before economic cooperation could start. This hurt economic cooperation.

3. **Pakistan and India issue** always clouds the SAARC negotiations, while no such disputes exist in case of ASEAN. In SAARC's case there are no formal or informal methods **to prevent violent conflicts** like ASEAN.

4. India is **feeling uncomfortable** with the presence of **US in SAARC negotiations**. On the other hand ASEAN engages external powers formally through its dialogue mechanism. This created an environment for ASEAN to resolve their disputes through international arbitration and mediation. But in South Asia this is not preferred as there is a huge mistrust among the countries.

Socialism

1. **The 19th century Europe** saw development of **industrialised regions**, cities and railways expanded and the industrial revolution occurred. Industrialisation brought men, women and children to factories. **Work hours were often long** and wages were poor. Unemployment was a common problem. **Unequal distribution of wealth** created two economic classes and friction between them gave birth to socialism.

2. Early Socialists **criticised the excesses of poverty** and inequality of the industrial revolution, and advocated reforms such as the **egalitarian distribution of wealth** in peaceful manner. Outlining principles for the reorganisation of society along **collectivist lines**, Saint-Simon and **Owen** sought to build socialism on the foundations of planned, utopian communities.

3. Later in 1948, **Marx and Engels disregarded the socialism** of early thinkers as utopia in communist manifesto. And he proposed his new brand of socialism which he called **scientific socialism** as it is based on **class struggle**. This brand of socialism often called **Marxism** later became more popular.

4. Marx and Workers in England and Germany began **forming associations** to fight for **better living** and working conditions. Many **radical parties** were formed in various countries but eventually **most of them later turned away** from pure Marxism towards parliamentary democracy.

Represented by strong figures in parliamentary politics, their ideas did shape legislation, but governments continued to be run by conservatives, liberals and radicals.

5. In 1864, **First international** united **diverse revolutionary** currents including French followers of Proudhon, Blanquists, Philadelphes, English trade unionists, socialists and social democrats. **Paris commune in 1871**, fuelled hopes among many and it encouraged many socialists as a sign that the working classes were ready for **radical measures**, but the **violence propagated** by it hindered the progress of socialism.

6. To coordinate their efforts, socialists formed an international body, namely, the **Second International**. The significant achievements of the Second international were its **campaign against militarism and war** and in asserting the principle of the basic equality of all people and their right to freedom and national independence. They expressed the conviction that **capitalism was the root cause** of wars among European nations.

7. The **socialist movement** had made the international **solidarity of workers as a fundamental principle**. The socialists in many countries had resolved to call for a general strike to prevent their countries from participating in wars. But when the large scale war finally broke out, the workers allied their respective governments.

8. The **idea of worker's unity** was not as powerful as nationalism. And socialism also was not a monolithic force as it had taken different form in different countries. So there was no unity among workers of different countries. So in the end the second international failed in overcoming inter country rivalry.

9. Why socialism failed

1. The **means to achieve the socialist goals** were different. Some supported the revolution for overthrowing capitalism, others supported gradual reforms.

2. Some parties **supported their imperial governments**, while some were against this stand. While Socialism was fundamentally **against colonialism**, some sections supported colonialism for development purpose.

3. Similarly, **Socialism was against war**, but when the **WW-I** broke out, almost all socialist parties supported their national governments in war efforts, considering the national interest. This was the biggest fatal blow to the Socialist ideology.

4. Failure of socialism, due to internal difference, to **prevent fascism**

from acquiring power, especially in Germany.

5. In the post WW-II, the rise of dictatorships in many socialist countries coupled with violence and totalitarianism did much harm to socialist ideology.

6. Socialism proved to be less adaptive than Capitalism, since Capitalism successfully adopted welfare measures, which were the main planks of socialism. This proved to be the final nail in coffin of socialism as an alternative to capitalism.

Fascist regimes in Germany and Italy

1. Comparison

1. Both were intensely anti-communist and because of this drew support from capitalist class.

2. Both believed in and practiced Totalitarian regime where state controlled all aspect of life of people, so that personal freedom is limited. Both emphasised on supremacy of state, no voice of dissent was tolerable.

3. Economically both believed in economic self sufficiency of country.

4. The Leader is considered to be infallible as his every command had to be followed.

5. Both pursued aggressive foreign policy in order to distract attention from domestic problems. Both believed in inevitability of war to make a nation great and powerful.

2. Differences

1. Racism was the most prominent difference between Nazism and Fascism. Towards the Jews, Nazis followed the policy of cleansing, which resulted in death of millions of Jews. Nazi believed in the supremacy of Aryan race. Italian's racial policy was not as ruthlessly as Nazis did.

2. Nazism spread much more deeply and widely in Germany than Fascism in Italy. Nazis were more brutal in their oppression and violated the human rights to a much greater extent.

3. The Nazi system was more efficient and successful with respect to the goal of economic self sufficiency and Hitler was able to eliminate unemployment. In contrast, unemployment increased in Fascist Italy and thus failed to achieve economic self-sufficiency.

4. Organisation of Nazis was strong. Hitler kept the party strong but Mussolini kept party organisation weak to maintain his influence.

5. **Mussolini was more successful** in his policy towards **church**. He was able to reach an agreement with the pope in 1929.

6. **Constitutional positions of Hitler and Mussolini** were different. In Italy, the monarchy had continued to exist and the king played an important role in the end of Mussolini's rule by ordering his dismissal in 1943. In contrast, there was no authority above Hitler in Germany to dismiss him.

British vs French decolonisation

1. British approach

1. **British** had a declared policy of **educating the colonised people** in self government. When **popular struggles** in colonies rose to prominence, British gradually started a process of **constitutional reform**, giving ruled people a sense of self-government although keeping the rein of power in their own hand.

2. In **India** this process of reform had been going on **since 1861** and finally culminated in Govt. of India Act, 1935 and Independence of India Act, 1947. By the end of the decade of **1950s**, all **non-African colonies gained independence** without much bloodshed.

3. In **some colonies** there were a large **minority of white people**, which didn't want to let go its **special status**. So in these countries the process of decolonisation took much more time **like in Tanzania and Kenya**.

4. **British experience** prepared London remarkably well for the liquidation of empire after 1945. By a series of measures, **Britain created the Dominion** system and institutionalised a procedure for gradually loosening control over her possessions.

2. French approach

1. French had a policy of continuous **cultural assimilation of colonies** by educating them in French culture. For which they were even ready to adopt violent methods. They **considered** their colonies as the **extension of French territory** and never wanted to give them up.

2. **Unlike Britain**, which took lead in the process of decolonisation, **France**, in Brazzaville Declaration of 1944 **made its intentions of not allowing liquidation** of their colonial empire clear.

3. **They resisted every attempt** in direction of colonial independence which is clear from examples such as **Indo-China**. They were steadfast in their refusal to consider even eventual separation at some future date a viable political option.

4. A variety of reasons may be adduced to explain the **French failure** to develop before 1945 any mechanism which might have served as a bridge for the transfer of power to their colonial subjects after the War. The most popular explanation has been to assert that the **French blindly trusted to their policy of assimilation** whereby the colonies would eventually be one with France.

Shock therapy

1. After USSR broke out, a number of **independent states** emerged. The model of **economic transition** in these countries from a **socialist authoritarian** system to a **democratic capitalist** system under the **influence of World Bank** and IMF came to be known as **Shock Therapy**. It varied in speed and intensity but had similar features and direction.

2. Few elements of shock therapy

1. Each country was required to shift totally to capitalist system with **complete privatisation** of state assets and collective farms.

2. Countries were required to **open their economies**. They were to follow a **free trade** regime and allow Foreign Direct Investment.

3. It also **involved deregulating the economy** and a free floating currency.

4. Existing **trade alliances** of these countries with each other **were disallowed**. Each state was now to trade only with west. Thus their economies were to be integrated with west.

3. Consequences

1. Economies further **nosedived**. The old system of social welfare was destroyed and **subsidies withdrawn** throwing many into poverty and **joblessness**. It also resulted in emigration on large scale.

2. The industries of these countries collapsed. Government held that **Public sectors** were greatly **undervalued** and sold to general public. Since, public did not have money to buy, they eventually **went into the hands of mafia**. It led to the rise of **oligarchy**.

3. The **inflation was so high** in Russia that people **lost all their savings** and about 1500 banks and financial institutes became bankrupt.

4. The **collective farm** system disintegrated, generating a **food crisis**.

5. The **construction of democratic institutions** was not given attention as was given on restructuring economies. It resulted in coming of autocratic regimes in many of these countries.

4. Thus, **hardly any positive benefits** could be derived by these countries from the Shock Therapy. It resulted in continuous decline of their economies. These **economies finally** began to revive in 2000s when they adopted an independent economic path without the interference of the western countries.

Great leap forward

1. **The Great Leap Forward** campaign of China in 1960s was a **push by Mao Zedong** to change China from a predominantly **agrarian society to an industrial society**. It involved developments in both industry and agriculture, in order to **increase output** and to adopt industry to Chinese conditions.

2. Its important features

1. **Communes:** Units **larger than collective farms** were introduced containing up to 75000 people, divided into brigades and work teams with an **elected council**. They ran their own collective farms and **factories**, carried out most of the **functions of local government** within the commune and undertook special local projects. All the works in the communes from **childcare to cooking**, daily tasks were **collectivised**.

2. **Small scale industries:** Instead of aiming for large scale works of the type seen in the USSR and the West, much **smaller factories were set up** in the countryside to provide machinery for agriculture. The most famous were **600,000 backyard** furnaces which produced steel for the communes.

3. Successes of the campaign

1. Both **agricultural and industrial production increased** substantially, and China was at least managing to feed its massive population.

2. The **communes** proved to be a **successful innovation**. They were an efficient unit of local government and they enabled the central government in Beijing to keep in **touch with local opinion**.

3. Given the country's enormous population, this was the best way of making sure that everybody had a job, and it **enabled China** to avoid the growing **unemployment problems**.

4. Other benefits were the spread of **education and welfare services**, and an improvement in the position of women in society.

4. Failures of the campaign

1. A **series of bad harvests** and the **withdrawal of Russian aid** following the breach between the two. All this, coupled with the **lack of experience among the cadres**, caused hardship. Some 20 million people may

have died prematurely as a result of hardships caused by the Great Leap.

2. The Great Leap Forward caused massive **environmental damage in China**. The backyard steel production plan resulted in entire **forests being burned to fuel** the smelters, which left the land open to erosion. **Dense cropping** and deep ploughing **stripped the farmland of nutrients** and left the agricultural soil vulnerable to erosion, as well.

5. The **Great leap forward and Commune policy** introduced by Mao were **not great** successes and China was still economically stagnated. Thus, **Deng Xiaoping introduced market reforms** which marks a shift from communism, to a free-enterprise system.

6. Reforms by Deng

1. Many changes introduced during the **cultural revolution were reversed**. The **revolutionary committees** setup to run local governments were **abolished** and replaced by **more democratically elected groups**. There was more religious freedom and greater freedom for intellectuals.

2. Adopted **market socialism** as an economic system in which prices of goods would be **determined by free price system**. The nature of economy changed from self-reliant to export oriented.

3. The **land**, although still officially owned by the state, was divided up and **allocated to individual peasants**, who were allowed to keep most of the **profits**. This was successful in raising agricultural production.

4. **Huge investments** were made by **local provinces** into the most **profitable businesses** locally, encouraging light manufacturing which required less capital, brought revenues and high foreign exchange earnings and revenues on export.

5. **Relation** with technologically **advance countries in the West** and Japan were improved and trade with them enhanced by purchasing machinery and advanced technologies.

6. A **series of special economic zones** were set up to attract **foreign companies** and capitals by providing cheap land and labour, quick and easy clearances by cutting down red tapism.

India's role in Apartheid struggle

1. **India** having gone through the long independence struggle herself, stood in **solidarity** with the **African people** in their long and challenging struggle against apartheid.

2. Pre independence

1. **Gandhiji helped attract international attention** to the issue of racism in South Africa long before UN began considering the matter. Also Gandhi's ideas of **non-violence**, truth and **civil disobedience** were some common forms of struggle against the apartheid regime. These forms **inspired Mandela** and other leaders of the movement.

2. **Gandhiji** went in a deputation of Indians to Britain in 1909 to **oppose** the granting of **self government** to South Africa under white rule.

3. Post independence

1. **Nehru** declared that **ending colonialism** in Africa is a priority.

2. India **repeatedly raised the issue in UN** and built up sentiment against racial discrimination in South Africa. Successive PMs like Indira Gandhi and Rajiv Gandhi lobbied for **UN sanctions** against SA to force it to stop apartheid.

3. India, in spite of being poor even went to the extent of **giving up 5% of export** trade in 1946 to **demonstrate** its repugnance of racism in South Africa.

4. India gave her full **support** to the African States and the **Organisation of African Unity (OAU)** in their fight for **independence** and human rights.

5. Various leaders of South African congress were in **direct touch** with Indian leaders and thus got the moral support from them.

4. South Africa's reciprocity to India's contribution can also be gauged from the fact that the **South African cricket team's first international tour** after the end of isolation in 1991 was to India. This common brotherhood among our people can be seen even today in our growing bilateral relations.

5. Other countries role

1. **World was horrified by Sharpeville massacre**. So, opposition grew after this incident.

2. **UN also placed an economic boycott** on South Africa in 1962. But this proved ineffective as many countries did not support it.

3. There was **opposition** to apartheid from rest of the **commonwealth**. In 1986, commonwealth agreed on a strong **package** of **sanctions** against white ruled South Africa.

4. **USA** started treating its black people equally and started **criticising** the South Africa. Then USA joined the fray by **stopping American loans to South Africa**, to cut airlines, ban imports of iron, coal, steel, etc from South Africa.

5. **Dutch**, which once supported the apartheid, condemned it.

6. Other factors

1. **South Africa was hit by recession in the late 1970s**, and many white people were worse off. **Whites began to emigrate** in large numbers and there was shortage of labour.

2. **White ruled Portugal colonies** of Angola and Mozambique achieved independence after long struggle. Now, South Africa was surrounded by hostile black states.

Colonisation and colonial struggle knitted Vietnam

1. **Vietnam** was colonised by the French. The process of **colonisation** and subsequent **struggle against the colonisation** brought together the Vietnam nation.

2. **Role of education:** The French sought to strengthen their rule in Vietnam through the control of **education** by changing local values and perceptions to **impose superiority of French** civilisation. The battle against French colonial education became part of the larger battle against colonialism and for independence.

3. **Role of Religion:** Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and local practices. **Christian missionaries** tasked by the French to reform **religious institutions** were thus **resisted** by many religious movements. Thus again it got Vietnam together.

4. Other factors

1. Colonial **economic development** accelerated **faster communications** which helped nationalist movements to **bind together disparate tribes** and communities.

2. **During the bubonic plague**, **sewer workers** tasked with ensuring hygiene learned **collective bargaining** and the power of unity. Formation of groups resisting French domination began.

3. **French revolutionary** ideal of **liberty** was taught by French but it was not abided by which angered nationalists.

4. In the first decade of the twentieth century a **Go-east movement** became popular. Vietnamese students went to Japan to **acquire modern education to drive out the French** from Vietnam. These nationalists looked for **foreign arms** and help. They appealed to the Japanese as **fellow Asians**.

5. **Setting up a republic by a popular movement in China** in 1911 also inspired Vietnamese nationalists.

World war was first industrial war

1. Features of the War

1. It **involved the world's leading** industrial nations such as Britain, USA, France, Russia, Germany etc., which **harnessed the vast powers** of modern industry to inflict the greatest possible destruction on their enemies.
 2. It saw the use of **machine guns, tanks, aircraft, chemical weapons**, etc. on a massive scale.
 3. Millions of **soldiers had to be recruited** from around the **world** and moved to on large ships and trains.
 4. **Industries** were **restructured** to produce war related goods. Entire societies were also reorganised for war. **Men went to battle** and women stepped in to undertake jobs that earlier only men were expected to do.
 5. The **scale of death and destruction** affecting **20 million** people was unthinkable before the industrial age.
2. Since these features were not found in any of the wars fought earlier, the First World War can truly be called the **first modern industrial war**.

Formal to informal colonial control

1. **Formal colonial** control implies **direct political control, subjugation** and conquest. Under it, **local institutions and political structures** were **dismantled** and replaced with new ones imposed by colonial powers.
 2. **Informal colonial** control implies indirect political and **economic use and control of resources** of former colonies through **capitalism**, globalisation and cultural forces by the erstwhile powers. It can be said that today the new institutions imposed due to **dependency of poor nations** mirror colonialism.
- ### **3. Transition**
1. **Development assistance** granted by the West to the former colonies are loaded with **conditionality** which was **not be very favourable** to the **colonies**.
 2. Large corporations of other powerful countries, for example the US, also often managed to **secure rights to exploit natural resources** of developing countries at cheap prices.
 3. **Most former colonies have not benefitted** from the **fast growth** the Western economies experienced in the **1950s** and **1960s** using the colonies cheap raw material.

4. Thus G-77 was formed to demand a new international economic order (NIEO). By the **NIEO**, they meant a system that would give them real control over their **natural resources**, more development assistance, fairer prices for raw materials, and better access for their manufactured goods in developed countries markets.

American expansion in Asia

1. The nature of American expansion in Asia was **mainly commercial and strategic**.

2. Reasons why US needed naval ports in the Pacific

1. Asian countries and islands in the Pacific like **Philippines** can be used as **naval bases and refuelling stations** for ships traveling across the Pacific.

2. Moreover, huge **market**, source of some of the world's most sought commodities like **tea, porcelain, silk etc** and a network of ports to maintain the trade led to USA inroads in China.

3. USA negotiated **Treaty of Wangxia in 1844** with China soon after Britain and China fought a war. Maritime expansion led to the proclamation of an **Open door policy for China in 1899-1900**, and set the stage for **much greater local involvement** in local and regional politics and trade during the early 20th century.

4. Americans **felt superior to people** in other parts of the world because they believed the **Christian religion** made them morally superior. They sent missionaries to other countries to bring them into the Christian religion.

5. After the **Spanish-American Civil war**, the **military was used to protect settlers** and to push Native Americans onto reservations.

US civil war

1. The Civil War was fought between the **USA** and eleven **southern states** that left the Union in 1860 and 1861 and formed their own country in order to protect the institution of **slavery**.

2. Role of Lincoln

1. He was **elected to office in 1861**.

2. **War started with slavery** as the issue but Lincoln transformed it into unity of **federation**. So, he involved and evoked the emotions of Americans.

3. Lincoln took help of **volunteers** and **promoted the message of story of America**.

4. He was successful in getting the **13th constitutional amendment passed** by persuading the Congress and he gained **huge popularity** among **African-Americans**.

5. He took **direct participation in capture of Orleans, Gittensburg**. He **eliminated hurdles for capitalism** and made America huge power.

3. Reasons why Anti-slavery war emerged

1. South slave population as a **market for industrialist of north**.

2. **Independence declaration** by **Thomas Jefferson**, humanism and welfare are basic tenets.

3. **France abolished slavery in Haiti** in 1789, Britain abolished slavery in 1773. So, it was shameful for USA to still continue slavery even after it being abolished.

4. It was **not good for USA economically** to leave out almost **50%** of people from economic participation.

4. Important events

1. **Purchase of Louisiana:** It **extended America from Appalachian mountains to Rockies**. Created a question on whether new states will have slavery or not.

2. **Missouri Agreement of 1820:** America was not in a position to face civil war, so **Missouri was declared a slave state**.

3. **Back door policy of capitalist states:** **Capitalist lobby** adopted back door policy for anti-slave movements.

4. **Writers:** Garrison published **liberator**. It was **for anti slavery movement** and against slavery. Uncle Tom's Cabin by Mr. Stowers was also published during same time. It was an emotional attack describing inhuman and pathetic condition of slave states.

Iranian revolution

1. The **Islamic revolutionaries** of 1979 did what all **revolutionaries** do was to overthrow an **oppressive government**, **seize power** from the **opponents**, and then impose a new intrusive **authoritarian regime**. But just as each revolution, it displayed its **own singularities**.

2. Similarities with other revolutions

1. Iranian revolutions had number of similarities with French revolution such as coming together of a **coalition of opposition forces** to overthrow an **entrenched regime** viewed as illegitimate, oppressive or compliant to foreign interests its scale and its impact, it was clearly distinct in

its execution.

2. Similarly, like Russian revolution (Putin) the **cult of the leader** was important in Iranian revolution too as in the uniting figure of **Ayatollah Khomeini**.

3. The **weakness of state's leadership** such as the illness of **Shah** and **uncertainty of his generals** also played a key role thus echoing the weakness of examples such as Louis XVI in France and **Tsar Nicholas II in Russia**.

4. Similarly, the **political changes** were accompanied by grave **socio-economic** changes in all the cases including Iran, thus differentiating it from a mere rebellion.

5. Like the French and Russian revolution the Iranian revolution witnessed **violence in the immediate aftermath** resulting in the purge of divergent forces and rise of a unified state based on an ideology.

3. Singularities

1. The party which led the revolt was a **network of religious functionaries** and divergent forces that were at the forefront of the unrest. In its goal, ultimately the Iranian revolution gave **prominent place to religion** and galvanised into establishing a state inspired by the ideals of **Islam**.

2. **In terms of execution** it was perhaps the only revolution that **did not rely on military force** or guerrilla warfare, but on **politics**. Despite its religious and traditional guise, it was a **modern revolution** based on **mass mobilisation** and general strikes, which paralysed the economy.

Monroe Doctrine

1. The Monroe Doctrine was proposed by the US president **James Monroe in 1823** as an **instrument of foreign policy** which sought to put a **check to the colonisation** process of Europe in **America**. Doctrine laid down that any further interference or attempts to colonise the American continents would result in an act of **aggression** by America. The objective therefore was clearly to **contain the expansion of Europe** and at the same time **increase their sphere of influence** in the American region.

2. The Monroe Doctrine was **strongly invoked** as a crucial foreign policy element by later successors like **Theodore Roosevelt**. President **Roosevelt even added a new corollary**, which proclaimed that only the **USA had the right to interfere** in the affairs of its **neighbouring countries** if they were unable to maintain order of their own.

3. The **expansionist policies of USA** and its emergence as an

imperialist power can be seen in the instance of the US control of the **Dominican Republic**, the stationing of American **troops in Cuba in 1906** to protect it from disorder. Likewise, the **USA sent in troops to Nicaragua** in support of a revolt which had been inspired by American **mining company** and also to secure the interests of the Americans.

4. One of the most major interventions was in **Columbia** which refused to grant perpetual rights to USA over the **Panama Canal**. The U.S in 1903 **supported a revolt in Panama financially and militarily** resulting in recognising a government of their choice and full rights of the Panama Canal.

Why policy of appeasement

1. The **other powers wanted to avoid war** because they could not win such a war as they were not economically and militarily strong. The **people in Britain were against war**, as they saw the damage of world war I. The **businessmen were also against** a war as it would hurt their economic interests.

2. Chamberlain increased **rearmament alongside the Policy of Appeasement**. Some argue that chamberlain was buying time for rearmament.

3. Many groups felt that Germany and Italy had **genuine grievances**. Especially in Britain, many leaders favoured a **sympathetic attitude** and called for revision of the harshest clauses of the Treaty of Versailles.

4. LoN had proved to be **ineffective** and thus **Chamberlain believed that a personal contact** among the leaders of different countries was important to make them respect international law through negotiations. He favoured the path of diplomacy rather than of war to resolve conflicts with Germany.

5. **Germany was an export market to Britain** and thus the British felt that the economic cooperation would be good for both the countries.

6. **Fear of Communist Russia** was greater than the fear of the Nazis. Many viewed the Nazi Germany as a **buffer against the Communist expansion** westward. Thus they favoured or allowed for the German rearmament.

Japanese aggression

1. There were three important acts of Japanese Aggression in this period. It **invaded Manchuria** in 1931, **attacked the North Eastern part of China** in 1933 and **ordered full invasion of China in 1937** which led to Second Sino-Japan war (1937-45) that merged into the World War II that lasted till 1945.

2. **Invasion of Manchuria (1931): Japan was under economic stress**

due to the Great Depression. Its **exports had declined dramatically** and there was decline in price of rice due to bumper harvest. Also **Chiang Kai Shek's influence was increasing** in Manchuria. This threatened the Japanese interests in Manchuria. Japan **had invested a lot of money** in the industry and infrastructure development projects in Manchuria since the Russo-Japanese War of 1904-5. Thus the military attacked Manchuria ignoring the reservations of the Japanese government.

3. **Invasion of the North-east China (1933):** Japanese advanced into the North Eastern regions of China in 1933. This **act had no justification** and was **purely an act of aggression**. Japan was able to occupy a large area by 1935 by taking benefit of the **civil war** between KMT and communist party.

4. **Full scale invasion of China (1937):** After **signing the Anti-Comintern pact** with Germany in 1936, Japan planned the full invasion of China. **Japan took a minor incident** between Chinese and Japanese troops as an **alibi to begin the invasion**.

League of nations (LoN)

1. League of Nations was designed to **enforce the Treaty of Versailles** and the other peace agreements that concluded World War I. It was also intended to facilitate **open diplomacy** and **peaceful mediation** to settle war disputes.

2. Success

1. **ILO:** The International labour organisation was the **most successful**. The goals of ILO include fixing maximum working days and **minimum wages**, ensuring that member nations provided for **unemployment benefits** and old age pensions.

2. **Refugee organisation:** It **helped the Prisoners of War in Russia** to their homes outside Russia. In 1933, it helped the **Jews**, who were fleeing to escape Nazi persecution, to resettle in different countries where they would be safe.

3. **Health organisation:** It did good work in finding causes of **different epidemics**. It was especially successful in combating **Typhus epidemic** in Russia which had the potential to spread to the rest of Europe.

4. **Mandates commission:** It had the responsibility of **monitoring the governance of territories** given to member nations as Mandates.

5. **International disputes:** Here the League had partial success. It **forced Greece to pay compensation to Bulgaria**, when the former invaded the

latter. But none of these disputes **threatened the world peace**.

3. Failures

1. League of Nations came to be viewed as an **organisation of the allied powers** especially of **France** and **Britain**, setup for implementation of unjust peace treaties, which failed to satisfy all nations.

2. **The Conference of ambassadors** was setup as a **temporary body** to resolve disputes regarding. But, it continued to exist even after the formation of the League. **This hurt the legitimacy** and the authority of the League of Nations.

3. The League of Nations failed to check any **violations of the frontiers established** after the WWI through the **peace treaties**. It also failed to take firm stand on aggression displayed by Italy, Germany and Japan. For example, it imposed **only partial trade restriction on Italy after its Abyssinia invasion**.

4. The League of Nations was **not a truly representative** organization. It had **limited membership** and USA did not join it. This resulted in lack of **funds** for the League's work.

5. It was also made to defend an **imperfect treaty** which suffered from biases and was prone to be broken. The **Peace treaties** signed were **against principle of self determination**. For instance, millions of Germans resided outside Germany in Czechoslovakia and Poland after the peace treaties. Similarly, many Turks were now residents of Greece.

6. **It was only Germany**, which was made to **disarm** under the Treaty of Versailles. The League **failed to convince other major powers** to disarm. Hitler used this as an excuse to quit the World Disarmament Conference. Soon, he denounced the League of Nations and made Germany quit it as well.

4. All the **imperfections** of the league were responsible for occurrence of 2nd major world war.

UN

1. The United Nations is an **intergovernmental organisation** formed after WW-II to promote **international cooperation** and to maintain international order.

2. Successes

1. UN has prevented the occurrence of any further **world wars**. It has also been successful in bringing some **wars to an end quickly**. Ex: **Iran-Iraq war, Gulf war**, etc.

2. UN has been credited with **negotiating 172 peaceful settlements** that have ended regional conflicts. It has successfully controlled the **situation in Serbia, Yugoslavia and Balkan areas**. A number of peace missions in Africa has done reasonably well to control the situation.

3. UN brought all the countries together and **provided for a world assembly**, where delegates of 188 countries can talk to each other. Even small countries has a chance to make itself heard.

4. It played a significant **role in disarming the world** and making it nuclear free. Various treaty negotiations like **Partial Test Ban Treaty** and Nuclear non-proliferation treaty (NPT) have been signed under UN.

5. **Demise of colonialism and imperialism** on one hand and **apartheid** on the other had UN sanctions behind them.

6. UN acted as vanguard for the **protection of human rights** of the people of the world, **universal declaration of human rights**, 1948.

7. Despite crippled by Breton Woods Institutions, UN has played limited but effective role on **economic matters**. Supported the **North-South dialogue** and aspired for emergence of new international economic order.

8. Agencies of United Nations like **WHO, UNICEF, UNESCO** have keenly participated in the transformation of the international **social sector**. Ex: **eliminating polio**, small pox, ebola etc.

9. The world body was also **instrumental in institutionalisation of international laws** and world legal frame work. Passage of various conventions and declarations on child, women, climate, etc, highlights the extra political affairs of the otherwise political world body.

3. Failures

1. **UN opinion on Hungary and Czechoslovakia** were ignored by the erstwhile USSR in 1950s.

2. **Israel had been taking unilateral action** through decades in its geographical vicinity and nothing substantial has come out till today.

3. No emphatic role in crisis of worst kinds like the **Cuban missile crisis**, **Vietnam crisis** etc.

4. The UN totally exposed in the case of **US invasion on Iraq** in name for the search weapon of mass destruction.

5. **Number of nuclear powers** in the world has kept on **increasing**. UN could not control the horizontal expansion and proliferation of weapons and arms.

4. Shortcomings

1. **It lacks permanent army.** This means that it is difficult to prevail upon powerful states to accept its decisions if they choose to put self interest first. **USSR was able to ignore UN demands** for the withdrawal of Russian troops from Hungary and Bosnia.
2. The world body has failed to **reflect the democratic aspiration** of the world. Without being democratic itself, it talks of democratization of the world.
3. There is problem about exactly **when should UN become involved** during course of dispute. Sometimes, it hesitates so long that it scarcely becomes involved at all, as happened with war in Vietnam, etc. This left UN open to accusations and lack of firmness.
4. **UN has always been short of funds.** The vast scope of its work means that it require huge resources. But it is dependent on voluntary contributions from member states.
5. UN agencies seem to **duplicate each other's work.** Work of WHO and FAO overlap too much.

UN and LoN

1. **LoN** was formed after WW-I to provide for greater world cooperation and to **settle international disputes peacefully**, but it failed in stopping WW-II. UN was formed with same objective after WW-II and it became much more successful than LoN.
2. **Common weaknesses**
 1. **Criticism of being a tool of super powers.** Being subservient to powerful individual nations.
 2. **Lack of permanent army** of their own and thus dependence on members for contribution of troops.
 3. **Veto powers** of a member in Security Council.
 4. UN is **dependent on US funding** while LoN was dependent on Britain and France.
3. **Differences**
 1. **UN is more representative body** with nearly all nations being its members. LoN was less representative due to lack of membership to all nations.
 2. In UN, **developing countries have much more voice.** While in LoN there was no say to developing powers.
 3. There is much **greater prestige of the UN Secretary General** as

compared to its LoN counterpart. Kofi Annan (1997-2006) became very famous for his conflict resolution ability.

4. UN focusses on human rights violations and socio-economic development through its organs. League of Nations did not include protection to rights of an individual.

5. UN is more focused on good governance. For example, it has formulated and works with the member-nations for achievement of developmental targets like Millennium Development Goals.

6. UN has been able to take decisive action due to change in procedures as UNGA does not need unanimous vote. Also, UNSC veto can be overruled by UNGA as per the Uniting for Peace Resolution of 1950.

4. UN is more important in the era of global governance and as the world has become more integrated due to LPG and issues of global concern like environment and safety of other Global Commons.

Treaty of versailles was dictated peace

1. The Treaty of Versailles was a dictated peace as the Germans were not allowed to be part of the negotiations. They could only put forward their opinion and criticism through writings. All their criticisms were ignored.

2. The clause of disarmament of Germany made it virtually impotent even for protecting its law and order.

3. It is pretty much evident that all the imperial powers were responsible for the World War I. But the war guilt clause was solely imposed on Germany and its allies.

4. German's African colonies were taken away and converted into Mandates under the League of Nations.

5. The huge war reparations resulted in humiliation to the Germans. The amount of 6600 million pounds was too high and was aimed at keeping Germany weak economically in the foreseeable future.

6. Austria and Hungary were reduced to very small size in terms of territory and population. Most of the industrial wealth of Austria went to Czechoslovakia and Poland. They were soon engulfed by economic crisis and they had to seek loans from League of Nations.

India's support to Palestine

1. India's solidarity with the Palestinian people and its attitude to the Palestinian question was given voice through our freedom struggle by Mahatma Gandhi. India's empathy with the Palestinian cause and its

friendship with the people of Palestine have become an integral part of its time tested **foreign policy**.

2. In 1947, **India voted against the partition** of Palestine at the United Nations General Assembly. India was the first Non-Arab State to **recognise PLO** (Palestine Liberation Organisation) as sole and legitimate representative of the Palestinian people in 1974.

3. India was one of the first countries to **recognise the State of Palestine** in 1988. In 1996, India opened its Representative Office to the Palestine Authority in Gaza, which later was shifted to Ramallah in 2003.

4. Apart from the strong **political support** to the Palestinian cause at international and bilateral levels, India has been contributing **material and technical assistance** to the Palestinian people. With the Government of India's aid, two projects were completed in the field of **higher education**.

5. **Under IBSA Forum's assistance**, an Indoor Multipurpose **sports complex** has been constructed in Ramallah. Al Quds hospital in Gaza is in the process of reconstruction and the process of building a rehabilitation centre in Nablus has started.

Japanese attack on pearl harbour

1. Reasons

1. Japan was running short of **raw materials** and they cast eyes on British's Malaya and Burma which **had oil and rubber**. So, Japan intended to **destroy American fleet in Pacific** so as prevent them from stopping Japanese invasion.

2. It was hoped to **buy time for Japan to consolidate its position** and increase its naval strength before shipbuilding authorised by the 1940 Vinson-Walsh Act erased any chance of victory.

3. It was meant to deliver a severe **blow to American morale**, one which would **discourage Americans** from entering to a war extending into the western Pacific Ocean and Dutch East Indies.

4. Also, **relations** between America and Japan **deteriorated** slowly. President **Roosevelt placed an embargo on oil** supplies to Japan when Japan attacked Indo-China. America also supported China during China-Japan war.

Spanish civil war

1. The Spanish Civil War **started in 1936 as a domestic dispute** but soon took an **international character**. It mirrored the political disputes occurring in Europe at the time between **Fascism and democracy on one hand**

and the opposition to **Communism**.

2. The conflict was between nationalists and republicans. The **Nationalists argued** that they represented the cause of **Christianity** against **Communism**. The **Republicans** argued that they were the **legally elected government of Spain** which was under attack by the fascist dictatorships.

3. At the end of the war **Spanish nationalists led by General Franco** successfully took control of Spain. **Germany and Italy sent aid to Franco**. Germans also used Spain as a testing ground for their new planes tanks. The Republican government received aid from USSR.

4. It was a prelude to World War II

1. **It was the first time** there was armed conflict **between fascists and communists**.

2. It was the **first time the weapons of the 20th century** were used in a real combat situation.

3. The **conflict caused much tension in Europe** between the different nations funding various factions.

4. There was a lot of **propaganda produced** and the war was much discussed, with volunteer units going to fight on both sides. This reflected the multi-racial armies used in the Second World War.

Why superpowers needed small countries

1. After all, **with their nuclear weapons and regular armies**, they were **so powerful** that the combined power of most of the smaller states in Asia and Africa, and even in Europe, was no match to that of the superpowers. **Yet, the smaller states** were helpful.

2. Reasons

1. Small states provided vital **resources**, such as **oil** and minerals.

2. Their territory, can be used by superpowers to **launch weapons and troops**.

3. Superpowers can occupy such locations from where they **could spy** on each other.

4. Small states provided economic support, in that many small allies together could help **pay for military expenses**.

5. They were also important for **ideological reasons**. The loyalty of allies suggested that the superpowers were **winning the war of ideas** as well.