

## CHAPTER XXIII OUTLINE

### I. Opening

A. Nelson Mandela of South Africa spent \_\_\_\_\_ in prison for treason, sabotage, and conspiracy.

B. \_\_\_\_\_ was vastly important in the second half of the twentieth century.

1. the newly independent states experimented politically, economically, and culturally
2. these states were labeled as the \_\_\_\_\_ during the \_\_\_\_\_
  - a. now are often called developing countries or the Global South
  - b. they include a large majority of the world's population
  - c. suffer from enormous challenges

### II. Toward Freedom: Struggles for Independence

#### A. The End of Empire in World History

1. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ won independence late 1940s
2. African independence came between mid-1950s and mid-1970s
3. imperial breakup wasn't new; the novelty was mobilization of the masses around a nationalist ideology and creation of a large number of new nation-states
  - a. some comparison to the first decolonization of the late 18th and early 19<sup>th</sup> centuries
  - b. but in the Americas, most \_\_\_\_\_ were of European origin, holding a \_\_\_\_\_ with their colonial rulers
4. fall of many empires in the twentieth century
  - a. \_\_\_\_\_ and \_\_\_\_\_ empires collapsed in the wake of World War I
  - b. Russian Empire collapsed but was soon recreated as the \_\_\_\_\_
  - c. \_\_\_\_\_ and \_\_\_\_\_ empires ended with World War II
  - d. African and Asian independence movements shared with other "end of empire" stories the ideal of national \_\_\_\_\_ - \_\_\_\_\_
  - e. nonterritorial empires (e.g., where United States wielded powerful influence) came under attack
  - f. disintegration of the \_\_\_\_\_ (1991) was propelled by national \_\_\_\_\_ - \_\_\_\_\_ (creation of \_\_\_\_\_ new states)

#### B. Explaining African and Asian Independence

1. few people would have predicted imperial collapse in 1900
2. several explanations for decolonization have emerged:
  - a. emphasis on the fundamental contradictions in the colonial enterprise
  - b. historians use the idea of "conjuncture" to explain timing of decolonization
  - c. some scholars emphasize the role of specific groups and individuals—the issue of "agency"

3. independence was contested everywhere
  - a. independence efforts usually were not cohesive movements of uniformly oppressed people
  - b. fragile coalitions of conflicting groups and parties

### III. Comparing Freedom Struggles

#### A. The Case of India: Ending British Rule

1. before 1900, few people of the Indian subcontinent thought of themselves as “Indians”
  - a. cultural identity was primarily local
  - b. \_\_\_\_\_ was enormous
2. British rule promoted a growing sense of Indian identity
  - a. unlike earlier foreign rulers, the British didn’t \_\_\_\_\_; Indians shared more similarities to each other than to the \_\_\_\_\_
  - b. British communications and administrative networks, schools, and use of English bound \_\_\_\_\_
3. 1885: establishment of the Indian National Congress (INC)
  - a. almost exclusively an association of English-educated, high-caste Hindus
  - b. made moderate demands; at first asked for a greater role in the life of British India
  - c. British \_\_\_\_\_ them and rejected their claim to speak for all Indians
  - d. the INC only began to gain a wide following after World War I
4. the role of Mohandas Gandhi (1869–1948)
  - a. had studied \_\_\_\_\_ in England but wasn’t a very successful lawyer
  - b. in 1893, took a job in South Africa
  - c. developed the political philosophy of *satyagraha* (“\_\_\_\_\_”)
  - d. back in India, Gandhi became a leader of the INC
  - e. attacked not just colonial rule but also mistreatment of India’s \_\_\_\_\_ and the \_\_\_\_\_ of \_\_\_\_\_
5. not everyone agreed with Gandhi
  - a. especially important was a growing Muslim/Hindu divide
  - b. 1906: creation of an All-India Muslim League
  - c. some Hindu politicians defined the nationalist struggle in religious terms
  - d. Muhammad Ali Jinnah, head of the Muslim League, argued that regions of \_\_\_\_\_ with a \_\_\_\_\_ should be a \_\_\_\_\_ state (\_\_\_\_\_, the land of the pure)
6. Independence in 1947 created \_\_\_\_\_
  - a. \_\_\_\_\_ (\_\_\_\_\_, divided into two wings 1,000 miles apart)
  - b. India (secular but mostly \_\_\_\_\_)
  - c. process was accompanied by massive violence; some 1 million died, 12 million refugees relocated

7. 1948: A Hindu extremist \_\_\_\_\_ Gandhi

**B. The Case of South Africa: Ending Apartheid**

1. South Africa won freedom from Great Britain in \_\_\_\_\_
2. but its government was controlled by a \_\_\_\_\_
3. white population was split between British descendants (had economic superiority) and \_\_\_\_\_ (Boers) of Dutch descent (had political dominance)
  - a. \_\_\_\_\_ had failed to win independence from the British in the \_\_\_\_\_ (1899–1902)
  - b. both white groups felt threatened by any move toward black majority rule
4. by the early 1900s, South Africa had a mature industrial economy
  - a. by the 1960s, had major foreign investments and loans
  - b. black South Africans were extremely dependent on the white-controlled economy
  - c. the issue of race was overwhelmingly prominent
5. African National Congress (ANC) founded in 1912
  - a. like India’s INC, it consisted of elite Africans who wanted a voice in society
  - b. for 40 years, the ANC was peaceful and moderate
  - c. 1950s: moved to nonviolent civil disobedience
  - d. the government’s response was overwhelming \_\_\_\_\_
6. underground nationalist leaders turned to \_\_\_\_\_ and \_\_\_\_\_
  - a. opposition came to focus on student groups
  - b. Soweto uprising (1976) was the start of spreading violence
  - c. organization of strikes
7. growing \_\_\_\_\_ pressure
  - a. exclusion from international \_\_\_\_\_
  - b. economic \_\_\_\_\_
- c. withdrawal of private investment funds
8. negotiations began in the late 1980s
  - a. key apartheid policies were abandoned
  - b. \_\_\_\_\_ was freed and the ANC legalized
9. 1994: national elections brought the ANC to power
  - a. \_\_\_\_\_ was ended without major \_\_\_\_\_
  - b. most important threat was a number of separatist and “ \_\_\_\_\_ ” groups

#### **IV. Experiments with Freedom**

##### **A. New nations emerging from colonial rule confronted the problem of how to parlay independence into economic development and industrial growth, unification, and political participation.**

1. already independent but \_\_\_\_\_ countries faced the same quest for a better life
2. all together = the \_\_\_\_\_ (developing countries, the Global South)
3. 1950–2000: developing nations contained \_\_\_\_\_ % of world \_\_\_\_\_
4. independence created euphoria, but optimism soon faded in light of difficulties

##### **B. Experiments in Political Order: Comparing African Nations and India**

1. common conditions confronted all efforts to establish political order:
  - a. explosive \_\_\_\_\_ growth
  - b. overly high expectations for independence
  - c. cultural diversity, with little loyalty to a central state
2. 1950s, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ set up democratic institutions in their African colonies
  - a. few still survived by the early 1970s
  - b. many were swept away by military coups
  - c. some evolved into \_\_\_\_\_ - \_\_\_\_\_
3. in India, Western-style democracy succeeded
  - a. the independence movement more extended, and power was handed over gradually
  - b. many more Indians than Africans had administrative and technical skills at the time of independence
  - c. the Indian Congress Party embodied the whole nationalist movement, without too much internal discord
4. various arguments as to why Africans initially rejected \_\_\_\_\_
  - a. some argue that the Africans were not ready for democracy or lacked some necessary element
  - b. some argue that African traditional culture ( \_\_\_\_\_ ), based on consensus) was not compatible with party politics
  - c. some argue that Western-style democracy was inadequate to the task of development
5. widespread economic disappointment discredited early African democracies
  - a. African economic performance since independence has been poor
  - b. widespread economic hardship
  - c. modern governments staked their popularity on economic success
6. the \_\_\_\_\_ - \_\_\_\_\_ benefited most, obtaining high-paying bureaucratic jobs that caused resentment
7. economic resentment found expression in ethnic conflict
8. repeatedly, the \_\_\_\_\_ took power in a crisis

9. starting in the 1980s, Western-style democracy has resurfaced
  - a. series of grassroots movements arose after authoritarian governments failed to improve economic situation

**C. Experiments in Economic Development: Changing Priorities, Varying Outcomes**

1. the belief that \_\_\_\_\_ isn't inevitable won out
  - a. In many states, colonial rule had not provided much infrastructure for modern development
  - b. most developing countries didn't have leverage in negotiation with wealthy nations and corporations
  - c. African leaders got contradictory advice on how to develop successfully
2. general expectation in the developing world that the state would spur economic development
  - a. most private economies were weakly developed
  - b. \_\_\_\_\_ and \_\_\_\_\_ industrialization provided models
  - c. but for several decades, there has been growing dependence on market forces for economic development
3. urban vs. rural development has been an important issue
  - a. in some areas, the "urban bias" has been partly corrected
  - b. \_\_\_\_\_ access to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ provided incentives to limit family size
4. debate over whether foreign aid, investment, and trade are good or bad
5. the degree of economic development has varied widely by region
  - a. East Asia has been the most successful
  - b. 1990s: India opened itself more fully to the \_\_\_\_\_
  - c. several Latin American states developed industrially
  - d. most of Africa, much of the Arab world, and parts of Asia didn't catch up, and \_\_\_\_\_ often declined
  - e. there is no general agreement about why such great variations developed

**D. Experiments with Culture: The Role of Islam in Turkey and Iran**

1. the relationship between Western-style modernity and tradition has been an issue across the developing world
2. the case of Islam: Turkey and Iran approached the issue of how \_\_\_\_\_ and \_\_\_\_\_ should relate to each other very differently

3. Turkey: emerged in the wake of World War I, led by Mustafa Kemal Atatürk (1881–1938)
  - a. major cultural revolution in the 1920s and 1930s
  - b. effort to create a thoroughly modern, \_\_\_\_\_
  - c. much of the Islamic underpinning of society was abolished or put under firm government control
  - d. men were ordered not to wear the \_\_\_\_; many elite women gave up the \_\_\_\_
  - e. women gained \_\_\_\_\_, polygamy was abolished, and women got the vote (1930s)
  - f. state-organized enterprises were set up
  - g. gov't remained authoritarian, parliamentary system emerged after 1938
4. Iran: became the center of \_\_\_\_\_ (1970s)
  - a. growing opposition to Shah Muhammad Reza Pahlavi's modernizing, secularizing, \_\_\_\_\_ government
  - b. many of the shah's reforms \_\_\_\_\_ traditional Islamic practices
  - c. the mosque became the main center of opposition to the government
  - d. the shah was forced to abdicate in \_\_\_\_\_, and \_\_\_\_\_ assumed control of the state
  - e. the \_\_\_\_\_ in Iran wasn't revolutionary in social terms

## ***V. Reflections: History in the Middle of the Stream***

***A. It is difficult for historians to discuss more recent events and themes like those described in this chapter, because that history is still in the making.***

1. detachment is difficult
2. we don't know what the \_\_\_\_\_ will be

***B. Historians know how unexpected and surprising historical processes can be.***

1. but still, history is our only guide to the possible shape of the future
2. the history of \_\_\_\_\_ provides a useful \_\_\_\_\_ that people in earlier times didn't know the way things would turn out either