

A few comments:

- I really hesitate to do this because it's the ACT of creating notes that internalizes information from a chapter, thus allowing you to be successful on reading checks, tests and essays. If you just read this stuff and blow off your own note taking from the chapter, you won't get any better results than before.
- On the other hand, so many people are telling me that they are spending hours and hours with Strayer and still getting bad results on the reading checks/tests. And some of them may be telling the truth. So I'm going to model this one; what I'd like you to do, if you really are serious about mastering this material, growing as an educated human, and scoring a 5 on the exam in May – then you will do your own work and then compare it to mine, find anything you might have missed, gain insight about your own studying.
- This is MY style. Yours may be different. Find what works for YOU.
- This should really be done by hand. That hand writing process engages more parts of the brain and makes retention of the information more likely. Do yours by hand. I'm just doing it this way because I want to upload it to the site and I don't own a scanner. Also, these notes would involve more tables and webs and would be much denser on the page, but I am living within the limitations of MS Word.
- Again, because these are my notes, so my syntax, vocabulary and writing style are reflected here. I thought about attempting to simplify my language, but this is, after all, a peek into my head I'm giving you here; I think it would be insulting to you for me to "dumb down" this stuff. And honestly, I want you flying up here with me (if you aren't already).

Big Pic Questions:

1. De quelle manière ont l'expérience coloniale et la lutte pour la forme de l'indépendance l'ordre du jour des pays en développement dans la seconde moitié du XXe siècle ? Just kidding!

In what ways did the colonial experience and the struggle for independence shape the agenda of developing countries in the second half of the twentieth century?<sup>1</sup>

Colonization and decolonization created a new <u>national identity</u> , which grew in opposition to the imperial power. What was key to this was the establishment of stable governing institutions and a new civil society.	Economic development was the other critical element in the plan for these "countries" as they tried both to increase production and to distribute the results of that growth to raise living standards, an essential promise of independence movements.
---	---

---

<sup>1</sup> Notice that I'm writing the exact words from Strayer here, this will help me recognize key words and phrases that may show up on test questions. My answers however will be in my own words, that's because I want to draw on the power of that translator in my brain... to make it stick.

2. To what extent did the experience of the former colonies and developing countries in the twentieth century parallel that of the earlier “new nations” in the Americas in the eighteenth and nineteenth centuries?

All sought to define their states following periods of dominance by European powers.	They claimed international status equivalent to that of their former rulers.	They often secured freedom through revolutionary struggle.	They tried to develop their economies, which were heavily influenced by their past, and continued interactions with the industrial nations of the West.	Um, I can't find any more... did you find anything else?
--	--	--	---	--

3. How would you compare the historical experience of India and China in the twentieth century?<sup>2</sup>

Both	India	China <sup>3</sup>
got their independence in the 1940s (SIMILARITY with tweaks)	more peaceful struggle	revolution
under considerable Western influence early in the century (SIMILARITY with tweaks)	part of the British Empire	partially occupied by several European powers and Japan
grew rapidly in the final decades of the century to emerge as economic powers	SIMILARITY	SIMILARITY
DIFFERENCE	the second half of the century maintained a democratic government	communist government
DIFFERENCE	maintained private property (although the state provided tariffs, licenses, loans, subsidies, and overall planning)	a communist approach to industrialization before slowly shifting to a more capitalistic approach

4. From the viewpoint of the early twenty-first century, to what extent had the goals of nationalist or independence movements been achieved?<sup>4</sup>

4.1 These nations (3<sup>rd</sup> world) had achieved independence from foreign rule and gained a national consciousness.

4.2 The newly independent states rejected racism and racial explanations for human behavior.

4.3 Post-colonial nations reasserted traditional cultures—religious traditions such as Hinduism and Islam and asserted that faith is compatible with modernity ([wiki link](#)).

4.4 In Africa, newly independent nations embraced African cultural styles in dance, music, social norms, family style, and religious outlook ([wiki link](#)).

<sup>2</sup> Totally something to make into a table!

<sup>3</sup> Notice I had to go back to chapter 22 to get this stuff? Mind blowing!

<sup>4</sup> You have to go all over the chapter to find this stuff.

4.5 As the new nations developed, there was a decline in infant mortality and a rise in life expectancy and literacy rates.<sup>5</sup>

4.6 There was substantial industrialization in some post-colonial nations, such as South Korea, Taiwan, China, and India.

4.7 The former colonies were able to provide a somewhat unified voice on certain issues such as global warming and the World Trade Organization (WTO).

On the other hand, there is also evidence for goals that were not realized:

4.8 A number of states failed including Somalia, Sierra Leone, Liberia, and the Congo

4.9 A number of post-colonial nations experienced serious internal conflict, civil war, or genocide.

4.10 Post-colonial societies witnessed the break-up of larger and more inclusive political units, such as the dissolution of colonial India or French West Africa and the failure of Pan-African, Pan-Arab, and Pan-Islamic states. (Pan?)

4.11 Some newly independent states became proxies<sup>6</sup> in the conflicts of the Cold War (Korea, Vietnam, Afghanistan, and Cuba).

4.12 Many post-colonial nations continued to be dependent upon Western corporations or governments and failed to achieve genuine economic stability, autonomy, or even much in some cases much economic development at all.<sup>7</sup>

Whew! Okay, **margin review questions**. These are easier because the answer is right there with the question.

*What was distinctive about the end of Europe's African and Asian empires compared to other cases of imperial disintegration?*

Never before had the end of empire been so closely associated with the mobilization of entire societies around a nationalist ideology, nor had earlier cases of imperial decline generated so many new nation-states, each claiming an equal place in a world of nation-states.

*What international circumstances and social changes contributed to the end of colonial empires?*

- ✓ The world wars weakened Europe, while making any sense of European moral superiority seem ridiculous.
- ✓ Both the United States and the Soviet Union, the new global superpowers, generally opposed the older European colonial empires.
- ✓ The United Nations provided a prestigious platform from which to conduct anticolonial agitation.
- ✓ By the early twentieth century in Asia and the mid-twentieth century in Africa, a second or third generation of Western-educated elites, largely male, had arisen throughout the colonial world. These young men were thoroughly familiar with European culture, were fully aware of the gap between its values and its practices. They no longer viewed colonial rule as a vehicle for their peoples' progress as their fathers had, and increasingly insisted on independence now.
- ✓ Growing numbers of ordinary people also were receptive to this message.

*What obstacles confronted the leaders of movements for independence?*

- ✓ Leaders had to organize political parties, recruit members, plot strategy, develop an ideology, and negotiate both with one another and with the colonial power to secure the transition to independence.

---

<sup>5</sup> Big table in Strayer – Econ Dev in Global South 21<sup>st</sup> c.

<sup>6</sup> Basically these are countries that may seem independent, but are actually acting on behalf of a more powerful country

<sup>7</sup> This all could have been a web! Maybe you should make one to help you remember?

- ✓ In some regions—particularly settler-dominated colonies (South Af.) and Portuguese territories—leaders also directed military operations and administered liberated areas.
- ✓ Beneath the common goal of independence, anticolonial groups struggled with one another over questions of leadership, power, strategy, ideology, and the distribution of material benefits.

*How did India's nationalist movement change over time?*<sup>8</sup>

1885: India's modern nationalist movement began with the establishment of the Indian National Congress (INC)

\*The INC was made up of primarily of English-educated Indians from high-caste Hindu families. The INC was mostly urban and had very moderate demands. They did not seek to overthrow British rule but rather sought more inclusive participation in the existing structure.

\*Because of their largely elite membership, the INC failed to attract peasants to its cause.

1893: Mohandas Gandhi, an English-educated Indian lawyer from the Vaisya (business) caste, accepted a position working for an Indian firm in South Africa, there he experienced overt racism for the first time.

1914 Gandhi returned to India and rose through the ranks of the INC. He developed a philosophy of nonviolent political action.

1917: British attacks on the Islamic Ottoman Empire upset Muslims in India.

1918: Millions of Indians died in the influenza epidemic following the war further causing social unrest.

1919 (After World War I): the nationalist movement became more aggressive toward British rule.

1919 and after: A series of repressive actions by the British, in particular the killing of 400 people who had been prohibited from celebrating a Hindu festival in the city of Amritsar, strengthened Indian opposition toward the British.

1920s and 1930s: Gandhi organized mass campaigns to gain support from all Indians, not just elites but peasants and the urban poor and including both Hindus and Muslims.

\*His support of Muslims was a particularly important shift in the nationalist movement.

\*Although radical, Gandhi did not seek social revolution but moral transformation. He worked to raise the status of untouchables.

\*He also critiqued modernization and sought an India of harmonious, autonomous villages based on the traditional Indian principles of duty and morality.

\*Others rejected this approach, including his comrade, Jawaharlal Nehru who embraced science and industry as the keys to India's future. Militant Hindus rejected his acceptance of Muslims.

1930: The Muslim League called for a separate nation in Pakistan for India's Muslims.

1947: When India achieved independence in 1947, it was as two separate countries—Pakistan and India.

*What was the role of Gandhi in India's struggle for independence?*<sup>9</sup>

- ✓ Gandhi pioneered active and confrontational, though nonviolent, strategies of resistance that underpinned<sup>10</sup> the Indian independence movement.
- ✓ He became a leader in the Indian National Congress during the 1920s and 1930s.
- ✓ He played a critical role in turning the INC into a mass organization.

*What conflicts and differences divided India's nationalist movement?*

- ✓ Gandhi opposed industrialization, but his chief lieutenant, Jawaharlal Nehru, supported it.
- ✓ Not all nationalists accepted Gandhi's nonviolence or his inclusive definition of India.
- ✓ Some militant Hindus preached hatred of Muslims.

<sup>8</sup> This would be great as a timeline! I can't do it in Word, but you should in your notes.

<sup>9</sup> Notice that this is a similar question to the one before, but asked differently, so you should construct your answer differently.

<sup>10</sup> Ouch! There's that word again.

- ✓ Some saw efforts to improve the position of women or untouchables as a distraction from the chief task of gaining independence from Britain.
- ✓ There was disagreement about whether to participate in British-sponsored legislative bodies without complete independence.
- ✓ A number of smaller parties advocated on behalf of particular regions or castes.
- ✓ There was a growing divide between India's Hindu and Muslim populations, which led to arguments that India was really two nations rather than one.

*Why was African majority rule in South Africa delayed until 1994, whereas the overthrow of European colonialism had occurred much earlier in the rest of Africa and Asia?*

South Africa	Rest of Africa & Asia
freedom struggle was against their country's white settler minority	freedom struggle was against a European colonial power (and they were weaker than in the past)
the stubbornness of the sizable and threatened settler community played a role in the delay	not as many colonial settlers (and of those, many had connected culturally to the struggling society)
the extreme dependence of most Africans on the white-controlled economy made individuals highly vulnerable to repressive action, (though collectively the threat to withdraw their essential labor also provided them with a powerful weapon)	most people were economically more connected to the land and ancient institutions (non-colonial) that provided support
race was a much bigger issue in South Africa, expressed in the policy of apartheid, which attempted to separate blacks from whites in every conceivable way while retaining their labor power in the white-controlled economy	while racism was certainly an issue, the it wasn't linked to political and economic power in such a strong way

*How did South Africa's struggle against white domination change over time?<sup>11</sup>*

How is was at beginning of period	Throughout or middle of period	End of period
the educated, professional, and middle-class Africans who led the political party known as the ANC did not try to overthrow the existing order but to be accepted as "civilized men" within that society	for four decades, the leaders of the ANC pursued peaceful and moderate protest, but to little effect.	starting n the 1960s, following the banning of the ANC, underground nationalist leaders turned to armed struggle, authorizing selected acts of sabotage and assassination, while preparing for guerrilla warfare in camps outside the country.
ANC appealed to the liberal, humane, and Christian values that white society claimed.	During the 1950s, a new and younger generation of the ANC leadership broadened its base of support and launched nonviolent civil disobedience.	in the 1970s and 1980s an outbreak of protests in sprawling, segregated, and impoverished black neighborhoods as well as an increasingly active black labor movement.
		The South African freedom struggle benefited from increasing international pressure on the apartheid government.

*Why was Africa's experience with political democracy so different from that of India?*

- ✓ The struggle for independence in India had been a far more prolonged deal, thus providing time for an Indian political leadership to sort itself out.
- ✓ Britain began to hand over power in India in a gradual way well before complete independence was granted.
- ✓ Because of these factors, a far larger number of Indians had useful administrative or technical skills than was the case in Africa.
- ✓ Unlike most African countries, the nationalist movement in India was embodied in a single national party, the INC, whose leadership was committed to democratic practice.
- ✓ The partition of India at independence eliminated a major source of internal discord.
- ✓ Indian statehood could be built on cultural and political traditions that were far more deeply rooted than in most African states.

*What accounts for the ups and downs of political democracy in postcolonial Africa?*

- ✓ "Some"<sup>12</sup> say that Africans lacked some crucial ingredient for democratic politics—an educated electorate, a middle class, or perhaps a thoroughly capitalist economy.
- ✓ "Others" say that Africa's traditional culture, based on communal rather than individualistic values and concerned to achieve consensus rather than majority rule, was not compatible with the competitiveness of party politics.

<sup>11</sup> Here is another way to organize time based questions, and this will be a useful tool when we take on the Continuity and Change over Time essay you will write on the exam in May.

<sup>12</sup> Hey, I'm just doing it the way Strayer did.

- ✓ “Some” say that Western-style democracy was simply inadequate for the tasks of economic development<sup>13</sup> confronting the new states.
- ✓ Creating national unity was more difficult when competing political parties identified primarily with particular ethnic or “tribal” groups.
- ✓ The big problems that inevitably accompany the early stages of economic development may be compounded by the heavy demands of a political system based on universal suffrage.<sup>14</sup>
- ✓ Lots of economic disappointment weakened the popular support of many postindependence governments in Africa and discredited their initial democracies.

*What obstacles impeded the economic development of third-world countries?*

- ✓ The attempt at economic development took place in societies divided by class, religion, ethnic groups, and gender and occurred in the face of explosive population growth.
- ✓ Colonial rule had provided only the most smallest foundations for modern development to many of the newly independent nations, which had low rates of literacy, few people with managerial experience, a weak private economy, and transportation systems oriented to export rather than national integration
- ✓ Development had to occur in a world split by rival superpowers and economically dominated by the powerful capitalist economies of the West.
- ✓ Developing countries had little leverage in negotiations with the wealthy nations of the Global North and their immense transnational corporations.
- ✓ It was hard for leaders of developing countries to know what strategies to pursue.

*In what ways did thinking about the role of the state in the economic life of developing countries change? Why did it change?*

- ✓ Early in the twentieth century, people in the developing world, and particularly those in newly independent countries, expected that state authorities would take major responsibility for starting the economic development of their countries, and some state-directed economies had real successes.
- ✓ But in the last several decades of the twentieth century, the earlier beliefs in favor of state direction largely collapsed<sup>15</sup>, replaced by a growing dependence on the market<sup>16</sup> to generate economic development.
- ✓ At the beginning of the 21<sup>st</sup> century, a number of Latin American countries were once again asserting a more prominent role for the state in their quests for economic development and social justice.

*In what ways did cultural revolutions in Turkey and Iran reflect different understandings of the role of Islam in modern societies?*

Turkey	Iran
the cultural revolution attempted to embrace modern culture and Western ways fully in public life and to relegate Islam to the sphere of private life	the cultural revolution in Iran put forward Islam as a guide to public as well as private life
almost everything that had made Islam an official part of Ottoman public life was dismantled, and Islam was redefined as a modernized personal religion, available to individual citizens of a secular Turkish state	the sharia became the law of the land, and religious leaders assumed the reins of government. Culture and education were regulated by the state according to Islamic law

<sup>13</sup> Industrialization; freedom from the biological old regime, end of poverty

<sup>14</sup> I think this is BS, but it’s not about me, it’s about Strayer.

<sup>15</sup> You know, the collapse of communism.

<sup>16</sup> capitalism

Key terms and people you might have had to look up (there is a glossary in the back of the book, but writing this stuff out makes it stick):

**African National Congress:** South African political party established in 1912 by elite Africans who sought to win full acceptance in colonial society; it only gradually became a popular movement that came to control the government in 1994.

**Atatürk, Mustafa Kemal:** Founder and first president of the Republic of Turkey (1881–1938); as military commander and leader of the Turkish national movement, he made Turkey into a secular state. (*pron.* moo-STAH-fah kem-AHL at-ah-TURK)

**Black Consciousness:** South African movement that sought to foster pride, unity, and political awareness among the country's African majority and often resorted to violent protest against white minority rule.

**Boers:** Also known as Afrikaners, the sector of the white population of South Africa that was descended from early Dutch settlers. (*pron.* bores)

**decolonization:** Process in which many African and Asian states won their independence from Western colonial rule, in most cases by negotiated settlement with gradual political reforms and a program of investment rather than through military confrontation.

**democracy in Africa:** A subject of debate among scholars, the democracies established in the wake of decolonization in Africa proved to be fragile and often fell to military coups or were taken over by single-party authoritarian systems; Africa's initial rejection of democracy has sometimes been taken as a sign that Africans were not ready for democratic politics or that traditional African culture did not support it.

**economic development:** A process of growth or increasing production and the distribution of the proceeds of that growth to raise living standards; nearly universal desire for economic development in the second half of the twentieth century reflected a central belief that poverty was no longer inevitable.

**Gandhi, Mohandas K.:** Usually referred to by his soubriquet (nick name) "Mahatma" (Great Soul), Gandhi (1869–1948) was a political leader and the undoubted spiritual leader of the Indian drive for independence from Great Britain. (*pron.* moh-HAHN-dahs GAHN-dee)

**Indian National Congress:** Organization established in 1885 by Western-educated elite Indians in an effort to win a voice in the governance of India; over time, the INC became a major popular movement that won India's independence from Britain.

**Jinnah, Muhammad Ali:** Leader of India's All-India Muslim League and first president of the breakaway state of Pakistan (1876–1948). (*pron.* moo-HAHMad ah-LEE jee-NAH)

**Khomeini, Ayatollah Ruholla:** Important Shia ayatollah (advanced scholar of Islamic law and religion) who became the leader of Iran's Islamic revolution and ruled Iran from 1979 until his death in 1989. (*pron.* A-hat-ol-LAH ROOH-ol-LAH ko- MAY-nee)

**Mandela, Nelson:** South African nationalist (b. 1918) and leader of the African National Congress who was imprisoned for twenty-seven years on charges of treason, sabotage, and conspiracy to overthrow the apartheid government of South Africa; he was elected president of South Africa in 1994, four years after he was finally released from prison. (*pron.* man-DEL-ah)

**Muslim League:** The All-India Muslim League, created in 1906, was a response to the Indian National Congress in India's struggle for independence from Britain; the League's leader, Muhammad Ali Jinnah, argued that regions of India with a Muslim majority should form a separate state called Pakistan.

**Nehru, Jawaharlal:** The first prime minister of independent India (1889–1964). (*pron.* jaw-WAH-harlal NAY-roo)

**Pahlavi, Muhammad Reza:** Born in 1919, Pahlavi was shah of Iran from 1941 until he was deposed and fled the country in 1979; he died in 1980. (*pron.* moo-HAHM-ad RAY-zah pah-LAV-ee)

**satyagraha:** Literally, "truth force"; Mahatma Gandhi's political philosophy, which advocated confrontational but nonviolent political action. (*pron.* sah-TYAH-grah-hah)

**Soweto:** Impoverished black neighborhood outside Johannesburg, South Africa, and the site of a violent uprising in 1976 in which hundreds were killed; that rebellion began a series of violent protests and strikes that helped end apartheid. (*pron.* sow-WAY-toe)