

RUSSIA FROM REVOLUTION TO 1941

I. AN INTRODUCTION TO MARXISM

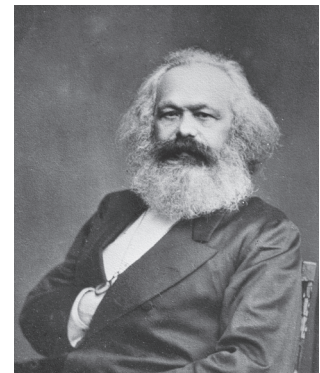
A. KARL MARX

The Russian Revolution was largely inspired by **Karl Marx**, a German economist and the founder of revolutionary communism. Born in 1818, he died in 1883, leaving behind his famous *Communist Manifesto*, written in 1848, and *Das Kapital*, published in 1867. In these two works he explained the theory of communism. The main tenet of communist theory is that economic relations (sometimes called materialism) are the most important relations between people. He then taught that in making any finished product, there are several elements: raw materials, the factory and machinery, the factory manager and owner (called the **bourgeoisie**), and the workers (the **proletariat**). Of all of these elements, Marx said, the workers were the most important, for it was the workers who transformed the raw materials into the finished product, and thus made it more valuable. Yet, according to Marx, the capitalists stole the extra value for their own profit. Marx further stated that, though such capitalism may once have been necessary, in the modern world capitalism was no longer necessary, and in fact, it caused the suffering of the workers, who made up the largest number of people in society.

Marx's solution was for the workers to take over all the elements of the means of production from the capitalists: property, raw materials, factory, homes, and so on. Communist theory here departs from socialism. Socialism considers that the way to take over the means of production is legally and constitutionally (for example, the British Labour Party's former policy of purchasing industry). Marxist communists, however, consider that only by the violent revolution of the common people can they take over the means of production from the capitalists.

According to Marx, private property, as such, was an evil. Even after a revolution in which the common people gained control, the cleverer among them would eventually gather to themselves the means of production, and become the new "capitalists." For this reason private property must be abolished, so as to prevent any one person or group from taking over. Furthermore, people must own all property collectively; no one should individually own anything except the barest personal necessities. Socialism, on the other hand, makes a distinction between the means of production and "consumer goods." According to socialist theory, the means of production, once legally obtained, should be collectively owned, but consumer goods should be owned by individuals. Marx was an idealist, dreaming of a paradise on Earth in which all people are free, equal, and enjoy a sufficient standard of living. Marx interpreted the events of history, and the coming revolution, as follows:

1. Capitalism established itself out of the ruins of feudalism, but was self-limiting and exploitative by definition. Class struggle was the result.
2. The revolution of the proletariat would overthrow capitalism after capitalism had reached its final phase and the workers had become class conscious. Again, according to Marx, this process would happen first in the most industrialized countries. Thus it is safe to say that Marx



Karl Marx
1818-1883

The British also held a large advantage in their development of **radar**. Using radio waves, the British could detect German bomber and fighter squadrons while they were still over the channel. British fighter craft could then intercept them before they got to their target area. Another huge advantage for the British during this vital period was their possession of the **Enigma**, the German cipher machine, which enabled the British to receive and decode German messages.

2. MISTAKE!

On August 24, a German bomber squadron got lost and accidentally bombed civilians in London. Churchill immediately ordered a retaliatory strike against Berlin. Hitler was enraged by this action and immediately redirected his targets from bombing airfields and radar stations to bombing London itself. This shift in strategy likely cost Hitler the Battle of Britain. This shift was significant for many reasons. Most importantly, it gave the RAF a chance to rest and rebuild. Britain was running low on trained pilots.

AXIS EXPANSION IN EUROPE AND NORTH AFRICA, 1939-1942



Shaded areas indicate the furthest extent of Axis expansion



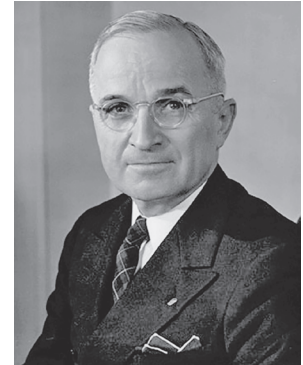
This symbol indicates major Axis battles

A. THE TRUMAN DOCTRINE: MARCH 1947

When Great Britain, which prior to 1947 had stationed troops in Greece, announced its intention to withdraw occupation forces, the United States announced a program to give 400 million dollars in economic and military aid to Greece and Turkey, in order to prevent the expansion of communism into those countries. This was the Truman Doctrine. Applied on a wider scale, it stated that “totalitarian regimes imposed on free peoples undermine... the security of the United States.”

When Truman talked of supporting free peoples, free peoples meant anti-Communists. Support meant political, economic, and military aid if necessary. Truman intended to “divide” the world into communist and non-communist camps.

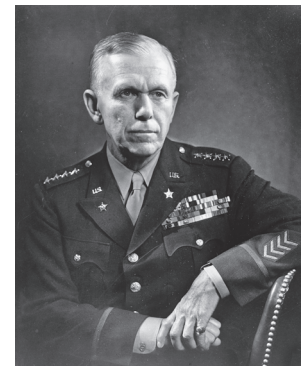
The Truman Doctrine was the American political response to the perceived threat of communist expansion in Europe. Some have used the metaphor of the Truman Doctrine as America’s “line in the sand,” telling the Soviets that they should go no further. Students should also appreciate that the rather tame language (i.e., “threat to the security of the United States”) likely meant future violations would be met with military resistance.



Harry S. Truman
1884-1972

B. THE MARSHALL PLAN: JUNE 1947

1. By 1947, it had become apparent that the loans which the U.S.A. and Canada had made to the countries of Western Europe were sufficient only to provide relief, and not to rehabilitate the economies of those countries so that they could become independent of foreign aid.
2. In 1947, the American Secretary of State, George Marshall, proposed that the U.S.A. should give aid to European nations, in order for them to rebuild their economies, balance their budgets, and within a period of four years, become free of the necessity of American aid.
3. Sixteen nations participated in a conference at Paris where each declared its special needs, pledged to balance budgets, reduce inflation, stabilize currencies, and remove abnormal restrictions on trade.
4. The OEEC, or Organization for European Economic Co-operation, was established to administer the plan which would require the spending of twenty-eight billion dollars, most of which would come from the U.S.A.
5. The Soviet Union was tempted to apply for this aid, but could not meet the American demands regarding political and economic freedom. Thus, the Soviet Union opposed the plan. As a result, Europe was split in two, economically as well as politically.
6. Although the aims for European recovery were never met according to the timetable established, the rapid recovery of some European economies after the war was largely due to this plan. Furthermore, the plan helped stop, after 1948, the westward expansion of communism.
7. In the United States, Congress blocked the passage of the Marshall Plan until the February 1948 communist takeover in Czechoslovakia. This takeover had enough shock effect to give validity to the president’s fears about the spread of communism.



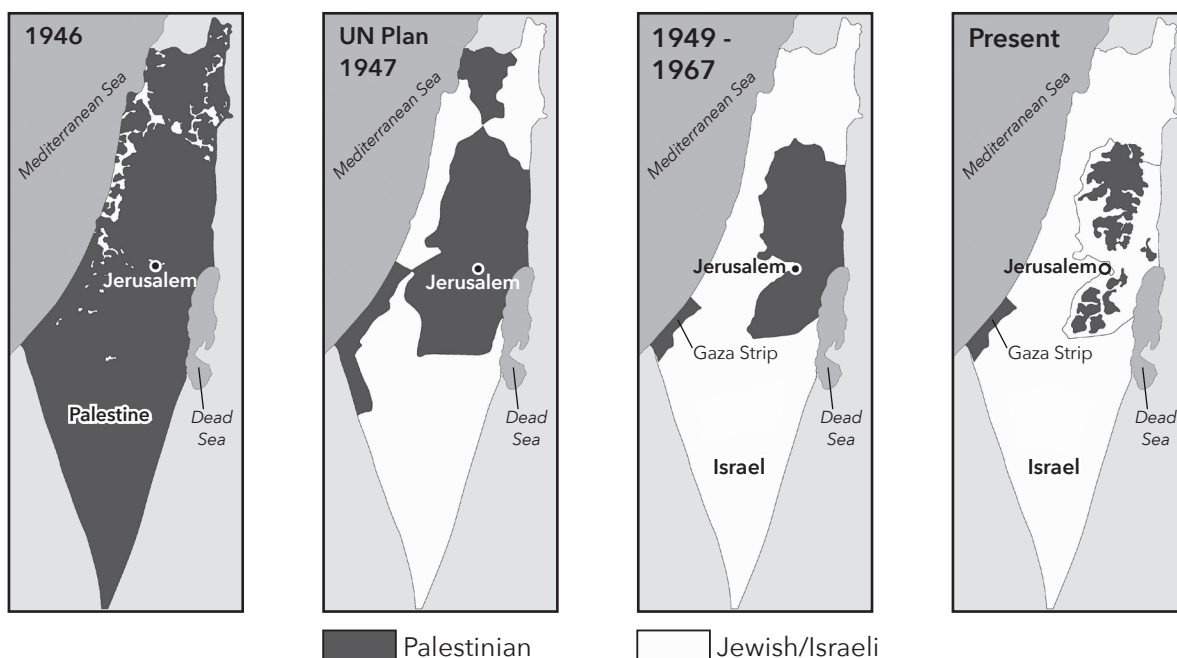
George Marshall
1880-1959

This edition goes into detail about the historical events that continue to have ramifications today. When a single map does not tell the whole story, a timeline-map like the one below can significantly increase the student's ability to understand the continuities and changes that make up the dynamic geopolitical landscape of the twentieth century.

in the Middle East. The League also opposed the growing Zionist movement, which Britain was unable to control. Eventually the Arabs would blame Britain for the creation of Israel. The Zionist movement had gained momentum in Europe early in the century. Zionists were Jewish radicals who advocated for the creation of a Jewish homeland in Palestine.

4. In Europe, and Britain in particular, sympathy grew for the idea of a Jewish homeland as evidence of the atrocities committed during World War II grew. However, Britain had promised the Arabs to limit Jewish immigration into Palestine, and its navy continued to stop Jewish refugees from reaching their destination.
5. Jewish leaders soon stopped trusting Britain because of its failure to follow up on the Balfour Declaration. They had promised independence to the Arabs after the First World War, and coincidentally promised the Jews a homeland in Palestine by issuing the Balfour Declaration in 1917. Now the British were in a no-win situation
6. Jewish leaders resorted to violence through organizations such as the Stern Gang and Irgun Zwei Leumi (National Military Organization usually referred to simply as the "Irgun.") In 1946, Jewish terrorists bombed the British headquarters at the King David Hotel in Jerusalem, killing many British officials.
7. British opinion began to shift against the Jews.
8. In 1947, Jews and Arabs rejected a joint Anglo-American recommendation on Palestine. Britain had said all along that it would only support a plan acceptable to both sides.
9. British Foreign Secretary Ernest Bevin now handed over responsibility for Palestine to the UN.
10. A United Nations Special Commission recommended partition of Palestine into separate Jewish and Arab states, with Jerusalem under United Nations trusteeship.

CHANGES WITHIN PALESTINE/ISRAEL: 1946 to PRESENT



could, and to vote in provincial elections. As well, being Indigenous was perceived to be incompatible with being a Canadian citizen. Indigenous people with “Indian status” could not vote unless they had traded their status for voting rights. Additionally, they lost their “Indian status” (and benefits) if they moved off reserves, joined the military, obtained higher education, or married someone who did not have “Indian status.”

d) Residential Schools

Over the course of the twentieth century, approximately 150,000 Indigenous children were removed from their families and communities, and forced to attend **residential schools**. One of the primary purposes of these schools was to teach these children how to be part of white society and to forget their Indigenous heritage (that is, to **acculturate**, or assimilate the children into white Canadian society, creating assimilated young people with



A residential school near Regina, Saskatchewan in 1908.

few ties to their heritage). Children were taken from their homes and forced to abandon their own languages and cultures. Sometimes the children were physically, sexually, and emotionally abused at these schools. The residential school system was administered by Protestant and Catholic missionaries across the country. Before residential schools were introduced, missionary educators roamed freely and taught various religious beliefs. The residential schools were designed to have Indigenous children live in dormitories away from their parents and their reserves. By 1930, only 3% of Indigenous students progressed beyond grade six, and by 1950, only one-third of Indigenous pupils progressed beyond grade three.

In the 1990s, the United Church of Canada and several Catholic religious orders accepted responsibility for the harmful practices in residential schools. Some people have since been given compensation for the abuse that they suffered in residential schools, and many lawsuits are still ongoing. Today the schools are considered to have been extremely destructive to the children and to Indigenous cultures in general. The last residential school in Canada was permanently closed in 1996.

e) 2008: Prime Minister Harper Offers Apology for Residential School System

Below is an excerpt from Prime Minister Harper’s apology that succinctly describes some of the racism and discrimination fundamental to the residential schools, and his official recognition that the system was indeed destructive:

of its present. Before reading on, it is recommended that you review the section in Unit 4 on the Korean War (pages 154-155).

2. NORTH KOREA'S EARLY YEARS: THE MAKING OF A MODERN TOTALITARIAN REGIME

From 1910 until 1945, the Korean Peninsula was occupied by Japan. In the final months of the Second World War, the Soviet Union sent troops into the Northern portion of the peninsula and liberated it from Japanese rule. Shortly after, the United States moved into the South, setting the stage for a divided Korea. It was understood that the two superpowers, with their opposing Cold War ideologies, would not be able to cooperate on issues of territory. In 1948 both sides became established countries: The Republic of Korea in the South, and the Democratic People's Republic of Korea in the North. (Do not be fooled by the word "democratic," as there has never been anything democratic about North Korea.) As you can see, both sides claimed to be the one true Korea.



North Korean citizens bowing before statues of Kim Il-sung (left), and his son, Kim Jong-il (right), in Pyongyang, North Korea's capital city.

On June 25, 1950, the North, with the aid of Communist China and the Soviet Union, invaded the South. The UN responded by sending troops from sixteen countries, 88% of which came from the U.S., to defend the South against the invasion. Remember, the Americans were practicing their policy of containment, so by sending troops to defend the South, they were mainly interested in stopping the spread of communism. In this end they were fairly successful; on July 27, 1953, both sides signed a ceasefire that recognized an official border between the two nations. The peninsula was now divided along ideological, Cold War lines, and has been ever since. This border, called the **demilitarized zone (DMZ)**, is about 250 kilometres long and four kilometres wide, and contains an estimated one million undetonated land mines.

3. SECRECY IN NORTH KOREA

North Korea is one of the world's most closed and isolated societies, which makes it difficult for information to get in or out of the country. Because of the secrecy that shrouds this nation, much of what we know about North Korea is based on espionage, hacks, leaks, aerial and naval surveillance, and speculation. This information comes from a variety of sources, such as what the North Korean government has published, what spy planes and submarines have gathered, what escapees and defectors have reported, and from satellite images.

4. THE KIM DYNASTY

From 1948 up until today, North Korea has been ruled by members of the Kim family. The first ruler, Kim Il-sung, came to power after leading the military resistance against occupying Japanese

The 4th edition has been updated to include recent events in world history, such as the uprisings, revolutions, and civil wars of the Arab Spring. In dealing with modern history, we include a discussion of the impacts of technology in shaping the way we perceive history as it takes place.

THE ARAB SPRING: A TIMELINE OF MAJOR EVENTS

| | | | | | |
|--|--|---|---|--|---|
| Tunisia <i>Dec. 18, 2010</i> The Arab spring begins with protests in Tunisia. Ben Ali, the autocratic ruler, forced to resign on Jan. 14, 2010. | Egypt <i>Jan. 25, 2011</i> Protests erupt throughout Egypt, calling for resignation of President Mubarak, who resigns on Feb. 11. | Yemen <i>Jan. 27, 2011</i> Protesters take to the streets across the country, revolting against corruption and the dictatorship, calling for the president to step down. | Libya <i>Feb. 15, 2011</i> Antigovernment protests erupt in Libya and violence ensues. Dictator Gaddafi found by rebel groups and assassinated on Oct. 20. | Syria <i>Mar. 15, 2011</i> Syrian uprisings begin, despite the state's absolute intolerance of political dissent. A civil war and a refugee crisis follows. | Entire Region <i>Jan. - Mar. 2011</i> List of other countries where protests occurred: Oman, Lebanon, Algeria, Jordan, Palestine, Bahrain, Morocco, Iraq, Sudan, Iran, Saudi Arabia. |
|--|--|---|---|--|---|

December 2010 — 2011 — 2012

c) Social Media, Communication Technologies, and the Internet

As with Western influence, the degree to which social media and the internet contributed to the uprisings of the Arab Spring is often debated. One fact to consider is that uprisings happened in countries where internet use was quite common, as well as in countries with very few internet users. However, most modern historians agree that social media and the internet, while they didn't start these revolutions, certainly helped facilitate the spread of discontent and revolutionary ideas. While there are people who claim that the Arab Spring was really a "Twitter Revolution" or a "Facebook Uprising," these platforms were merely used as tools to help unite the people against a common enemy. Simple word of mouth was also very effective in the spread of information and anti-government sentiment.

With this being said, the role technology played in the Arab uprisings should not be ignored. The mere existence of cell phones allowed citizens to take photos and videos of events that were happening in one end of the country and instantly send them to other regions. Additionally, people used social media to form groups and create events, which proved to be an effective way to involve as many people as possible in the political action that was taking place. Another effect that technology had on the series of conflicts is that it helped to get the world's attention. Perhaps your parents, or even you, remember seeing video footage on the evening news that was shot by civilians during the Egyptian Protests or the Libyan Civil War. In fact, the only footage that exists of the execution of Libya's ex-ruler, Muammar Gaddafi, was taken by civilians using their cell phones. The footage of this violent execution spread around the world like wildfire, and within a few hours it was televised as breaking news on media networks in every continent. Fearful autocrats in nearby countries were unable to censor this footage, and so videos of angry citizens lashing out at their leaders and bringing regimes to the ground spread through the region and continued to fuel anti-government sentiment throughout the Middle East and North Africa. Not only has modern technology changed the way citizens of the world take part in their government, it also changed the way we witness history as it takes place.

2. TUNISIAN REVOLUTION

The Arab Spring started in the small North African country of Tunisia when, on December 18, 2010, a 26-year-old fruit vendor, in an act of protest against a corrupt, negligent government, set himself on fire outside of a government building. This act of self-immolation triggered protests that spread

In a new Unit 7, the 4th edition covers four different types of social movements, and the implications they can have on world history: women's movements, separatist movements, Indigenous movements, and environmentalist movements. Included in the discussion of Indigenous movements is the concept of Indigenous rights, as defined by the UN Declaration on the Rights of Indigenous Peoples.

1. OVERVIEW

Indigenous movements are a unique type of social movement which have become increasingly common since the start of the twenty-first century. Several countries around the world, including Canada, the United States, Australia, and New Zealand, are founded on **colonial pacts**, meaning that the creation of these countries involved a powerful or wealthy group of people occupying the lands of less powerful inhabitants. The original inhabitants of these lands are referred to as Indigenous Peoples. As these new colonial settlers began to flourish in their newly established territories, in most cases the rights and freedoms of the Indigenous populations were diminished, and often they were treated as second class citizens. In Canada, Indigenous Peoples were obliged to live according to Canadian law, but yet were denied the right to vote or to participate in the political system that governed them. Furthermore, Indigenous Peoples in colonialist countries often had their livelihoods disrupted; many were forced from the lands they had previously lived on for thousands of years, or had their children taken from them and sent to forced education centres (Unit 6 goes into detail about residential schools in Canada).

Colonial settlers in Canada also attacked the cultures and traditions of Indigenous Peoples. In an effort to assimilate Indigenous Peoples into Canadian culture, the government implemented a ban on traditional Indigenous gatherings and celebrations, including the potlatch. The potlatch is a traditional celebration that involves gift-giving and a large feast, and has long been practiced by a number of First Nations communities in the Pacific Northwest Coast region of North America.

In other common scenarios, thousands of Indigenous inhabitants were killed, either in wars with the settlers, as in the United States, or through the diseases that the settlers carried with them, as in much of South America.

Over time, Indigenous Peoples in colonialist nations around the world have formed many social movements in search of the freedom, justice, and dignity that was taken from them at the time of colonization. Today, Indigenous movements around the world typically revolve around a similar issue, namely, the protection of **Indigenous rights**. Indigenous rights, as outlined by the **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)**, include the rights of Indigenous self-government (also called self-determination), control of Indigenous traditional lands and the resources within them, rights pertaining to the protection of culture, language, traditions, and customs, as well as fundamental human rights. 144 nations voted in favour of the UNDRIP. The following headings highlight a number of Indigenous movements that have aimed to defend these rights.

2. INDIGENOUS MOVEMENTS AROUND THE WORLD

a) Idle No More

Idle No More is an Indigenous rights group in Canada that was founded in 2013 in the interest of defending Indigenous rights pertaining to land, culture, and environmental issues. It began as a social media hashtag (#idlenomore), and quickly grew into a national movement, with supporters in all thirteen provinces and territories. The aims of this movement are primarily rooted in Indigenous sovereignty, self-government, and land rights. The

“The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.” This is one of the key Big Ideas that guided the 2018 revisions to the 20th Century World History curriculum. Unit 7 goes into detail about the impacts of technology on our societies, economies, politics, and identities. The impact of technology is also mentioned throughout the book, allowing students to develop a technological timeline parallel to that of major world events.

violent propaganda. ISIS, a jihadist terrorist organization that occupied large territorial pockets in Iraq and Syria during its height in 2016-2017, is one such group. From 2011-2017, ISIS published online anti-Western propaganda magazines, films, and home videos, seeking to convince Westerners to join the terrorist group, and to commit acts of terrorism in their home countries. Unfortunately, this group saw degrees of success. During their campaign, approximately 30,000 foreigners from around the world flew to Syria and Iraq to join this organization, including an estimated 180 Canadians. Fortunately, however, security authorities are often able to track these individuals as they use the internet, in order to prevent them from carrying out such plans.

3. ETHICS REGARDING COMMUNICATIONS TECHNOLOGY AND GOVERNMENT SURVEILLANCE

It should be common knowledge in today’s online environment that internet users are almost never anonymous. In an effort to protect internet users from online threats, blackmail, scams, inappropriate content, drug traffickers, and especially terrorism, governments around the world work tirelessly to track internet usage within their borders, and to provide **internet surveillance** in the interest of national security. However, this raises ethical concerns regarding citizens’ rights of privacy. Up until June 2013, many people who used the internet did so under the illusion of full privacy and anonymity. This changed when **Edward Snowden**, a professional computer systems administrator who, while working for the American government, copied and leaked classified information from the National Security Agency (NSA). The information Snowden leaked to the public provided evidence that the NSA had been secretly spying on its own citizens, as well as many foreign citizens around the world, having access to emails, phone calls, text messages, and personal social media information. With this leak, Snowden presented the world with a very serious ethical dilemma: Is it ethical to secretly spy on people in the interest of national security?

Edward Snowden has since been charged under the American Espionage Act, with a warrant being issued for his arrest. As of 2018, he remains a fugitive, having been granted asylum in Russia. In the United States, Snowden is both loved and hated; some call him a traitor and anti-American, while others call him a hero and a patriot.



Edward Snowden
1983 -

4. MEDIA, PROPAGANDA, AND TECHNOLOGY

As technology has evolved over the past few decades, so too has modern media. In addition, the ways in which governments communicate with their citizens has been drastically reshaped by the evolution of media technologies.

a) News Broadcasting

Canadian news broadcasting has evolved over the course of the last century. In the early twentieth century, Canadians would gather around a radio with their families and listen to news broadcasts. By the 1960s and 70s, most Canadians would gather in their living

Each unit begins with a layout of the Big Ideas, or core issues, dealt with in the coming pages. Accompanying these issues are the “Questions to Guide your Reading,” to encourage active learning habits.

BIG IDEAS

THE GREAT DEPRESSION

Although the Great Depression began in America, it quickly spread to Europe and soon after became a global disaster. The Depression can best be understood as a vicious cycle. After the crash of the New York Stock Exchange, many people found themselves unemployed. With many people out of work, people had much less money to spend, and so businesses that sold goods to the public sold less, and therefore had to lay off staff in order to survive. This led to people losing their jobs, and therefore less money in the economy. In some places, such as Germany and Italy, economic failure and the widespread poverty that followed paved the way for the rise of fascism, as citizens began to blame their democratic governments for the poor state of the economy.

TOTALITARIANISM AND THE FAILURE OF DEMOCRACY

Totalitarianism in Europe arose from the rubble of the Great Depression. While the economies and the social fabrics that held nations together began to crumble, as in Germany and Italy in the 1930s, governments too began to fall apart. Some politicians used this socioeconomic chaos to their advantage, blaming the failing economy on democracy, the harshness of the Treaty of Versailles, and even the Jewish population. Towards the end of the Second World War, President Franklin Roosevelt was quoted saying, “People who are hungry and out a job are the stuff of which dictatorships are made.” In Germany this was certainly the case. In an atmosphere of hunger and desperation, many German people were eager to see democracy scrapped if it meant an abundance of food and jobs. As you will soon discover, the rise of totalitarianism in Europe was a complex combination of social, political, and especially economic factors.

DECOLONIZATION

We are now approaching a period of history that marks a major shift in geopolitics: decolonization. At the heart of this shift is the nationalist desire for independence. While some countries, like Canada and the United States, had long since gained independence from their imperial colonizers, the mid-twentieth century saw a massive wave of third world countries aspiring for independent statehood. Put simply, former colonies such as India, Egypt, and Syria, to name but a few, were tired of being ruled by foreign governments who were often out of touch with the domestic situations in the colonies.

QUESTIONS TO GUIDE YOUR READING

- Do you think that personal freedoms are more important than economic prosperity? What if you were out of work during the Great Depression? Would you trade your freedom for food?
- Do you think that imperialism is a morally flawed practice, or can it sometimes be justified?



Note: This symbol indicates the key concepts that are fundamental to understanding the Big Ideas in this chapter.

Unit Seven Exercises

The exercises in this workbook are designed to build specific disciplinary thinking skills. These skills include understanding significance, evaluating evidence, analyzing continuity and change, finding the relationships between causes and consequences, understanding multiple perspectives, and using ethical judgment. Each exercise will require you to use a different thinking skill in order to complete it.

Exercise 1: *Significance*

Technology and Social Change Page 308

Exercise 2: *Evidence*

The UN Declaration on the Rights of Indigenous Peoples
(Primary Source) Page 309

Exercise 3: *Continuity and Change*

Military Technologies Through the Ages Page 313

Exercise 4: *Causes and Consequence*

Social Movements in World History Page 314

Exercise 5: *Perspective*

Globalization from Multiple Perspectives Page 316

Exercise 6: *Ethical Judgment*

Multiple Choice with a Twist - Globalization Page 317

UNIT 6 - EXERCISE 4 - *Cause and Consequence* CAUSES AND CONSEQUENCES OF THE ARAB SPRING

1. What event is considered to mark the start of the Arab Spring? Why did this event take place?

2. Explain the role of social media in the onset of the Arab Spring.

3. Discuss the possibility of Western influence as a contributing cause of the Arab Spring.

4. In what ways did the Arab Spring present political consequences in Europe?

5. Explain what you think it means for a revolution to be successful.

6. Using your own definition of success, explain whether or not you consider the Arab Spring to have been successful.
