

CHAPTER 36

NATIONALISM AND POLITICAL IDENTITIES IN ASIA, AFRICA, AND LATIN AMERICA

INTRODUCTION

During the 1920s and 1930s, after the Great War and during the Great Depression, intellectuals and political activists in Asia, Africa, and Latin America challenged the ideological and economic underpinnings of European imperialism and neocolonialism, as nationalist and anti-imperialist movements gained strength on each of these continents.

- In Asia, Japan's militarist leaders sought to build national strength through imperial expansion. In China, the Ming dynasty ended, giving rise to a civil war fought between adherents of competing visions of the new Chinese state. Japanese imperial aggression complicated the progress of this war. In India, a strong nationalist movement began to threaten the hold of the British empire on the subcontinent.
- In Africa, European imperialists tightened their control of colonial possessions, as African economic life became more tightly enmeshed in the global economy. With the onset of the Great Depression, European countries that controlled the export of African products experienced dramatic decreases in trade volume and commodity prices and, consequently, African peoples suffered. Meanwhile, African peoples challenged European imperial authority and developed competing visions of national identity and unity that would come to fruition after World War II.
- In Latin America, statesmen and political activists worked to alter the neo-colonialist economic domination of the United States, their "good neighbor" to the north. Neo-colonialism, which often featured military intervention and political interference, compromised the independent political and economic development of Latin American states, but it did not prevent nationalist leaders from developing strategies to counter new forms of imperialism.

OUTLINE

I. Asian paths to autonomy

A. India's quest for home rule

1. Indian National Congress and Muslim League
 - a) After WWI, both organizations dedicated to achieving independence
 - b) Indian nationalists inspired by Wilson's Fourteen Points and the Russian revolution
 - c) Frustrated by Paris Peace settlement: no independence for colonies
 - d) British responded to nationalist movement with repressive measures
2. Mohandas K. Gandhi (1869–1948), leader of Indian nationalism

- a) Raised as a well-to-do Hindu, studied law in London
 - b) Spent twenty-five years in South Africa, embraced tolerance and nonviolence
 - c) Developed technique of passive resistance, followed a simple life
 - d) Became political and spiritual leader, called the Mahatma (“Great Soul”)
 - e) Opposed to caste system, especially the exclusion of untouchables
 - f) 1920–1922, led Non-Cooperation Movement; 1930, Civil Disobedience Movement
3. The India Act of 1937
- a) In 1919 British massacre at Amritsar killed 379 demonstrators, aroused public
 - b) Repression failed, so the British offered modified self-rule through the India Act
 - c) Unsuccessful because India’s six hundred princes refused to support
 - d) Muslims would not cooperate, wanted an independent state
 - e) Great Depression worsened conflict between Hindus and Muslims
 - f) Muslims believed Hindus discriminated against them
 - g) Muhammad Ali Jinnah, head of the Muslim League, proposed two states, one of which would be Pakistan
- B. China’s search for order
1. The republic, after 1911
- a) 1911 revolution did not establish a stable republic; China fell into warlords’ rule
 - b) Through unequal treaties, foreign states still controlled economy of China
2. Growth of Chinese nationalism
- a) Chinese intellectuals expected Paris Peace Conference to end treaty system
 - b) Instead, Paris treaties approved Japanese expansion into China
 - c) May Fourth Movement: Chinese youths and intellectuals opposed to imperialism
 - d) Some were attracted to Marxism and Leninism; CCP established in 1921
3. CCP (Chinese Communist Party) and *Guomindang* (The Nationalist Party)
- a) CCP leader Mao Zedong advocated women’s equality, socialism
 - b) *Guomindang* leader Sun Yatsen favored democracy and nationalism
 - c) Two parties formed alliance, assisted by the Soviet Union, against foreigners
4. Civil war after death of Sun Yatsen, 1925
- a) Led by Jiang Jieshi, both parties launched Northern Expedition to reunify China
 - b) Successful, Jiang then turned on his communist allies
 - c) 1934–1935, CCP retreated to Yan’an on the Long March, 6,215 miles
5. Mao emerged as the leader of CCP, developed Maoist ideology

C. Imperial and imperialist Japan

1. Japan emerged from Great War as a world power
 - a) Participated in the League of Nations
 - b) Signed treaty with United States guaranteeing China's integrity
2. Japanese economy boosted by war: sold munitions to Allies
 - a) Prosperity short-lived; economy slumped during Great Depression
 - b) Labor unrest, demands for social reforms
3. Political conflict emerged between internationalists, supporters of Western-style capitalism, and nationalists, hostile to foreign influences
4. The Mukden incident, 1931, in Manchuria
 - a) Chinese unification threatened Japanese interests in Manchuria
 - b) Japanese troops destroyed tracks on Japanese railroad, claimed Chinese attack
 - c) Incident became pretext for Japanese attack against China
5. Military, acting without civilian authority, took all Manchuria by 1932
6. League of Nations called for withdrawal of Japanese troops and restoration of Chinese sovereignty; Japan responded by leaving the League
7. The new militant Japanese national identity helped set the stage for global conflagration

II. Africa under colonial domination

A. Africa and the Great War

1. Many belligerents were colonial powers in Africa; nearly every colony took sides
2. German colonial administration faced combined colonial forces of Great Britain, France, Belgium, Italy, and Portugal
 - a) Britain sought to maintain naval supremacy and to secure victor's spoils after war
 - b) France sought recovery of territory earlier ceded to Germany
 - c) Germans, outnumbered ten to one, could not win but 15,000 troops tied down 60,000 Allied forces until late in the war
3. Large numbers of Africans participated actively in the war as soldiers or carriers
 - a) Some volunteered; some were impressed; some were formally conscripted
 - b) Greater than 150,000 African soldiers and carriers died and many were injured or disabled
4. During the war, Africans challenged European colonial authority
 - a) Colonial subjects noticed that an already thin European presence became even thinner as war channeled colonial personnel elsewhere

- b) Africans stage armed revolts, requiring colonial powers to divert military resources to meet these challenges
 - c) The cause of revolts varied but they included pan-Islamic opposition to war; anti-European and anti-Christian sentiment; and compulsory conscription of Africans
5. Colonial authorities ruthlessly put down all the revolts
- B. The colonial economy
1. After the war, Africa was transformed by the pursuit of two economic objectives by colonial powers
 - a) Ensuring that the costs of colonial administration were borne by the colonized
 - b) Developing export-oriented economies in which unprocessed raw materials or minimally processed crops were sent abroad
 2. Previously self-sufficient African economies were destroyed in favor of colonial economies dependent upon a European-dominated economy
 3. During the Great Depression, colonial economies suffered as trade volume and prices fell dramatically
 4. Africa's economic integration required infrastructure
 - a) Port facilities, roads, railways, and telegraph wires were built or installed
 - b) Infrastructure facilitated conquest and rule, but also linked the agricultural and mineral wealth of the colony to the outside world
 - c) Europeans and their businesses were the main beneficiaries of modern infrastructure, even though Africans paid for it with labor and taxes
 5. Farming and mining were the main enterprises in colonial economies
 - a) Whites owned the enterprises, and used taxation policies to drive Africans into the labor market
 - b) Africans became cash crop farmers or wage laborers on plantations or in mines in order to pay taxes levied on land, houses, livestock, and people themselves
 - c) Large areas of richly productive lands were controlled by Europeans
 - d) Colonial mining enterprises recruited men from rural areas and paid them minimal wages, which impoverished rural areas
 - e) Officials resorted to outright forced labor where taxation policies failed to create a suitable native labor force
 - f) Forced labor essentially a variant of slavery and could be quite brutal, especially among laborers forced to work on road and railway projects, in which many thousands of workers died from starvation, disease, and maltreatment

C. African nationalism

1. After the war, ideas concerning self-determination gained acceptance among a group of African nationalists, giving rise to incipient nationalist movements
2. An emerging class of native urban intellectuals—a new African elite—became heavily involved in these movements offering freedom from colonial rule and new ideas concerning African identity
 - a) Members of the elite class were often educated in Europe
 - b) The elites included high-ranking civil servants, physicians, lawyers, and writers
 - c) Jomo Kenyatta: a good example of this trend
3. African nationalists embraced European concept of the nation-state as the best model for realizing their goals of mobilizing resources, organizing societies, and resisting colonial rule
4. Different opinions prevailed regarding what constituted a people's national identity
 - a) Some based identity on ethnicities, religion, and languages of pre-colonial times, and believed that institutions crucial to these identities must be recreated
 - b) Some regarded the African race as the foundation for identity, solidarity, and nation-building
 - c) Pan-Africanists such as Marcus Garvey called for the unification of all people of African descent into a single African state
 - d) Still others looked to an African identity rooted in geography; they would build nations on the basis of borders that defined existing colonial states
5. After World War II, these ideas would be translated into demands for independence from colonial rule

III. Latin American struggles with neocolonialism

A. The impact of the Great War and the Great Depression

1. Having gained independence in the nineteenth century, Latin American nations continued to struggle to achieve stability in the midst of interference from foreign powers
2. Interference usually took the form of neocolonialism: foreign economic domination and, frequently, military intervention and interference in the workings of a nation's political system
3. This new imperial influence emanated from wealthy, industrialized powerhouses such as the United States and Great Britain, not former colonial rulers

4. The Great War and the Great Depression led to a reorientation of political and nationalist ideals in Latin America
 - a) Marxism, Lenin's theories on imperialism, and concern for workers shaped the views of many intellectuals and artists
 - b) Revolutionary doctrines come to be seen as viable political alternatives to Enlightenment-based liberalism
 - c) In the 1920s, inspired by the Mexican and Russian revolutions, university students began to demand reforms such as more representation within the educational system
 - d) Students become imbued with Marxist thought and anti-imperialist ideas as universities became training grounds for future political leaders such as Fidel Castro
 5. New political parties were formed that openly espoused communism or rebellious agendas for change
 - a) In Peru, José Carlos Mariátegui embraced Marxism and in 1928 established the Socialist Party of Peru
 - b) Numerous other radical political movements critical of Peru's ruling system emerged during the 1920s and 1930s
 - c) Victor Raúl Haya de la Torre, who supported anti-imperialism and workers' rights, influenced the APRA, which advocated a non-communist alternative to existing political arrangements
 6. Diego Rivera and his radical artistic visions
 - a) This Mexican artist, active in the Mexican Communist Party, blended artistic vision and radical political ideas in large murals created for public buildings, for the appreciation of working people
 - b) Rivera's art provoked controversy in the United States, as his paintings, particularly *Imperialism*, visualized the economic dependency and political repressiveness engendered by U.S. neocolonialism
 - c) Rivera's art publicized the impact of U.S. imperialism and helped spread political activism in the Americas
- B. The evolution of economic imperialism
1. The export-oriented economies of Latin American states had long been controlled by U.S. and British investors

2. The main trend of neocolonialism of the 1920s was increasing U.S. control of economic affairs of Latin American countries
 3. From 1924 to 1929, investments of U.S. banks and businesses grew from \$1.5 to \$3.5 billion, mostly in mineral extraction and oil drilling enterprises
 4. U.S. President Taft argued for substitution of “dollars for bullets” in Latin America, promoting peaceful commerce over expensive military intervention
 - a) Critics referred to these policies as “dollar diplomacy”
 - b) Such policies illustrate what Latin Americans perceived as “Yankee imperialism”
 5. Great Depression halted economic growth as prices for Latin American commodities plummeted
 6. Foreign capital investment fell and foreign trade was restricted but domestic manufacturing and internal economic development made important gains, as under the Vargas regime in Brazil, for instance
 7. Vargas experimented by implementing protectionist policies, which pleased industrialists and urban workers, and social welfare initiatives to benefit workers
- C. Conflicts with a “good neighbor”
1. In late 1920s and 1930s, U.S. reassessed foreign policy in Latin America
 - a) Since military intervention expensive and ineffective, rely increasingly on “dollar diplomacy”
 - b) Neocolonialism persists in form of “sweetheart treaties” in which U.S. financial interests controlled economies of Latin American states
 - c) FDR and “good neighbor policy”: pursue cordial relations with Latin American states and have U.S. marines train indigenous police forces to quell unrest
 2. Limitations of this policy revealed in Nicaragua where, in the past, widely prevalent U.S. financial interests had engendered U.S. intervention in times of civil unrest
 - a) Civil war in mid-to-late 1920s and the insertion of U.S. Marines to restore order provoked nationalist opposition by Augusto César Sandino, who insisted upon removal of Marines from his country
 - b) The U.S.-supervised election of 1932 brought Juan Batista Sarcasa to the presidency, and the brutal but effective Anastacio Somoza Garcia installed as commander of the National Guard; the U.S. departed
 - c) Somoza’s guard troops murdered Sandino in 1934 (making him a martyr) and soon Somoza became president

- d) As president, Somoza maintained the loyalty of the National Guard, worked to prove himself a good neighbor of the U.S., built the largest fortune in Nicaragua's history, and established a long-lived political dynasty
- 3. The nationalization crisis in Mexico under President Lázaro Cárdenas
 - a) Cárdenas's 1938 nationalization of the oil industry tested the limits of Roosevelt's more conciliatory approach to Latin American relations
 - b) Roosevelt resisted pressure from U.S. and British companies to intervene
 - c) Negotiations resulted in foreign companies accepting \$24 million in compensation rather than the \$260 million originally demanded
- 4. U.S. desire to cultivate Latin American markets for exports, and to avoid militarist behavior, led to neighborly cultural exchanges reflective of a more conciliatory approach
 - a) During and after the Great War, Mexicans migrated to the U.S. in large numbers to serve as agricultural and industrial laborers (but many were deported during the Great Depression)
 - b) Hollywood promoted Brazilian singing and dancing sensation Carmen Miranda in order to promote more positive images of Latin America
 - c) The United Fruit Company used Miranda's image to sell bananas, which symbolized U.S. economic control of various regions of Latin America
 - d) Through its ads, the United Fruit Company gave its neocolonial policies a softer image for consumers in the U.S., which provided a counterpoint to Rivera's *Imperialism*

IDENTIFICATION: PEOPLE

What is the contribution of each of the following individuals to world history? Identification should include answers to the questions *who, what, where, when, how, and why is this person important?*

Muhammad Ali Jinnah

Mohandas K. Gandhi

Bal Gangadhar Tilak

Mao Zedong

Jiang Jieshi

Sun Yatsen

Jomo Kenyatta

Marcus Garvey

José Carlos Mariátegui

Victor Raúl Haya de la Torre

Diego Rivera

Getúlio Dornelles Vargas

Augusto César Sandino

Anastacio Somoza Garcia

Lázaro Cárdenas

Carmen Miranda

IDENTIFICATION: TERMS/CONCEPTS

State in your own words what each of the following terms means and why it is significant to a study of world history. (Terms with an asterisk are defined in the glossary.)

Indian National Congress

*Ahimsa**

India Act

Satyagraha

Chinese Communist Party (CCP)

Long March

Guomindang

Pan-Africa

Mukden incident

Neocolonialism

Popular American Revolutionary Alliance (APRA)

Imperialism*

Good neighbor policy

Dollar diplomacy

Yankee imperialism

United Fruit Company

STUDY QUESTIONS

1. What was the status of India within the British empire after World War I? What were some of the sources of tension in India at this time?
2. Two warring factions emerged in China between the wars: the nationalists and the communists. What values and interests did each represent? What advantages did each have?
3. Two political factions dominated Japanese politics after World War I: the internationalists and the militarists. What values and interests did each represent? What advantages did each have?
4. To what extent was the continent of Africa transformed by the Great War? What circumstances caused changes to occur and what was the nature of those changes?
5. What factors caused Africans to challenge European authority during the Great War?
6. Explain the role of the United States and the financial interests of U.S. businesses in the evolution of economic imperialism in Latin America.
7. Describe the reaction of various Latin American states to neocolonialism.
8. Looking at the careers of artist Diego Rivera and entertainer Carmen Miranda, discuss how popular culture related to international politics and diplomacy between the United States and Latin America during the decades after the Great War.

INQUIRY QUESTIONS

1. Compare and contrast the experiences of Latin America and Africa during the Great Depression.
2. What elements need to be in place for Mohandas Gandhi's strategy of *satyagraha*, or nonviolent resistance, to be an effective vehicle for social change? Explain why each is important and list them in order of their importance.
3. Compare and contrast colonialism and neocolonialism.
4. Describe and analyze the nature of the African colonial economy in the decade following the Great War. Include a discussion of labor practices and patterns of landholding. In particular, how did taxation policies relate to labor recruitment?

5. Describe and analyze the role of European ideas and institutions in the formation of nationalist movements in Asia and Africa, and in anti-imperialist movements in Latin America.

STUDENT QUIZ

1. *Satyagraha* was
 - a. Gandhi's philosophy of passive resistance.
 - b. the Islamic leader who called for the creation of Pakistan for India's Muslims.
 - c. Mao Zedong's adapted philosophy of Chinese communism.
 - d. the original name of the Pan-African movement.
 - e. the Chinese political party headed by Jiang Jieshi.

2. Gandhi embraced a moral philosophy of tolerance and nonviolence (*ahimsa*) during the twenty-five years he spent in
 - a. South Africa.
 - b. China.
 - c. Morocco.
 - d. Great Britain.
 - e. Argentina.

3. Gandhi
 - a. fought hard to improve the status of the casteless Untouchables.
 - b. launched the Non-Cooperation Movement.
 - c. began the Civil Disobedience Movement.
 - d. worked to secure approval of the Government of India Act.
 - e. all of the above.

4. Which of the following was *not* one of the foundations of Gandhi's philosophy?
 - a. an attempt to improve the position of the *harijans*
 - b. boycotting British goods
 - c. heavy industrialization
 - d. passive resistance
 - e. economic self-sufficiency

5. Muhammad Ali Jinnah called for the creation of
 - a. Pakistan.
 - b. Iraq.
 - c. Palestine.
 - d. Saudi Arabia.
 - e. Afghanistan.

6. Muhammad Ali Jinnah
 - a. led the Civil Disobedience Movement.
 - b. was an adherent of values and virtues discussed in the *Bhagavad Gita*.
 - c. was Gandhi's main challenger for political leadership of Hindus.
 - d. headed the Muslim League.
 - e. was the founder of the Indian National Congress.

7. The *Three Principles of the People* summarized the political views of
 - a. Mohandas Gandhi.
 - b. Jiang Jieshi.
 - c. Puyi.
 - d. Sun Yatsen.
 - e. Mao Zedong.

8. Mao Zedong's main rival after 1925 was
 - a. Puyi.
 - b. Sun Yatsen.
 - c. Jiang Jieshi.
 - d. Mohandas Gandhi.
 - e. Muhammad Ali Jinnah.

9. The May Fourth Movement
 - a. was a significant turning point in the evolution of Marcus Garvey's political efforts.
 - b. was a sign of growing Japanese nationalism.
 - c. became the pretext for Japan to invade Manchuria.
 - d. galvanized the Chinese against foreign influence.
 - e. was typical of Gandhi's nonviolent movement.

10. The Long March
 - a. destroyed Mao Zedong's credibility with the Chinese.
 - b. left Jiang Jieshi in complete control of the Chinese Communist Party.
 - c. greatly strengthened Mao Zedong's leadership position.
 - d. was the final victory for the Guomindang.
 - e. forced Mao Zedong to flee China and hide in the Soviet Union.

11. Who among the following emerged as the leader and principal theoretician of the Chinese Communist movement?
 - a. Mao Zedong
 - b. Jiang Jieshi
 - c. Sun Yatsen
 - d. Shanfei
 - e. None of the above

12. In the decades following the Great War, the economies of most African colonies were dominated by
 - a. the export of unprocessed raw materials or minimally processed cash crops.
 - b. light manufacturing.
 - c. production of steel.
 - d. cattle ranching.
 - e. furniture manufacture.

13. Which of the following is *not* true regarding Africa during the decades after the Great War?
 - a. Colonial taxation policies were designed to drive Africans into the labor market.
 - b. Using African labor and tax monies, Europeans built economic infrastructure.
 - c. Europeans promoted rapid, intensive industrialization among their colonial possessions.
 - d. The Great Depression exposed the vulnerability of dependent colonial economies.
 - e. In areas with extensive white settlement, settler agriculture was most prominent.

14. Who among the following was an artist who blended artistic vision and radical political ideas in large murals that he created for the appreciation of working people?
- Carmen Miranda
 - Lázaro Cárdenas
 - Victor Raúl Haya de la Torre
 - Diego Rivera
 - Anastacio Somoza Garcia
15. Who among the following was noted for his “good neighbor policy”?
- Woodrow Wilson
 - Theodore Roosevelt
 - Howard Taft
 - Franklin Delano Roosevelt
 - Herbert Hoover
16. Marcus Garvey
- was a member of the “new elite” of African colonies who became president of Kenya.
 - was a Jamaican who championed the “Back to Africa” movement.
 - was a leader of the Mumbo cult.
 - mobilized Africans to revolt against British rule during the Great War.
 - none of the above.
17. Each of the following statements about Sun Yatsen is true, *except* that he
- was a leading opponent of the Qing dynasty.
 - proclaimed a Chinese republic in 1912.
 - authored *Three Principles of the People*.
 - established the Nationalist People’s Party, or *Guomindang*.
 - led the Chinese in resisting Japanese military aggression.
18. Carmen Miranda
- created a famous painting called *Imperialism*.
 - wore colorful headdresses adorned with fruits, such as bananas, grown in Latin America.
 - was the popular wife of an Argentine dictator.
 - served as the model for an ad created by the United Fruit Company.
 - both b and d.
19. José Carlos Mariátegui
- established the Socialist Party of Peru.
 - had been a protégé of Fidel Castro.
 - served as president of Mexico.
 - was a famous Mexican muralist.
 - was a Brazilian dictator-president.
20. Augusto César Sandino
- was the leader of the *Guarda Nacional* in Nicaragua.
 - played the starring role in the film *Down Argentine Way*.
 - was assassinated by agents of the United Fruit Company.
 - led the opposition to the occupation of Nicaragua by U.S. Marines.
 - served as president of Nicaragua.

MATCHING

Match these figures with the statements that follow.

- | | |
|------------------------|------------------------|
| A. Mohandas Gandhi | F. Mao Zedong |
| B. Diego Rivera | G. Carmen Miranda |
| C. Marcus Garvey | H. Bal Gangadhar Tilak |
| D. Jiang Jieshi | I. Sun Yatsen |
| E. Muhammad Ali Jinnah | J. Lázaro Cárdenas |

1. ___ Driving force behind the Chinese Communist Party.
2. ___ Indian political activist whose slogan was “*Swaraj* (Self Rule) is my birthright.”
3. ___ A famed Mexican artist who blended his artistic and political visions in vast murals intended for viewing and appreciation by the masses.
4. ___ President of Mexico who tested the limits of the “good neighbor” policy by nationalizing Mexico’s oil industry.
5. ___ Chinese nationalist who joined forces with the Communists to expel foreigners from China, then turned against his former allies.
6. ___ Latin American entertainer who softened representations of Latin America for audiences of the United States.
7. ___ Chinese nationalist whose ideology was summarized in *Three Principles of the People*.
8. ___ Indian nationalist, leader of the Muslim League, who proposed that India be partitioned between Muslims and Hindus.
9. ___ A Jamaican who preached the greatness of the African heritage and championed a “Back to Africa” movement.
10. ___ Indian nationalist who used civil disobedience and passive resistance as weapons against British rule in India.

SEQUENCING

Place the following clusters of events in chronological order. Consider carefully how one event leads to another, and try to determine the internal logic of each sequence.

A.

- ___ Government of India Act
- ___ Muhammad Ali Jinnah proposes two states in place of India
- ___ 379 demonstrators killed in Amritsar
- ___ Gandhi becomes active in Indian politics
- ___ The Non-Cooperation Movement begins
- ___ The Civil Disobedience Movement begins

B.

- ___ The Chinese Communist Party is organized
- ___ Sun Yatsen proclaims a Chinese Republic
- ___ The Long March
- ___ The May Fourth Movement
- ___ Jiang Jieshi launches the Northern Expedition
- ___ The Mukden incident

QUOTATIONS

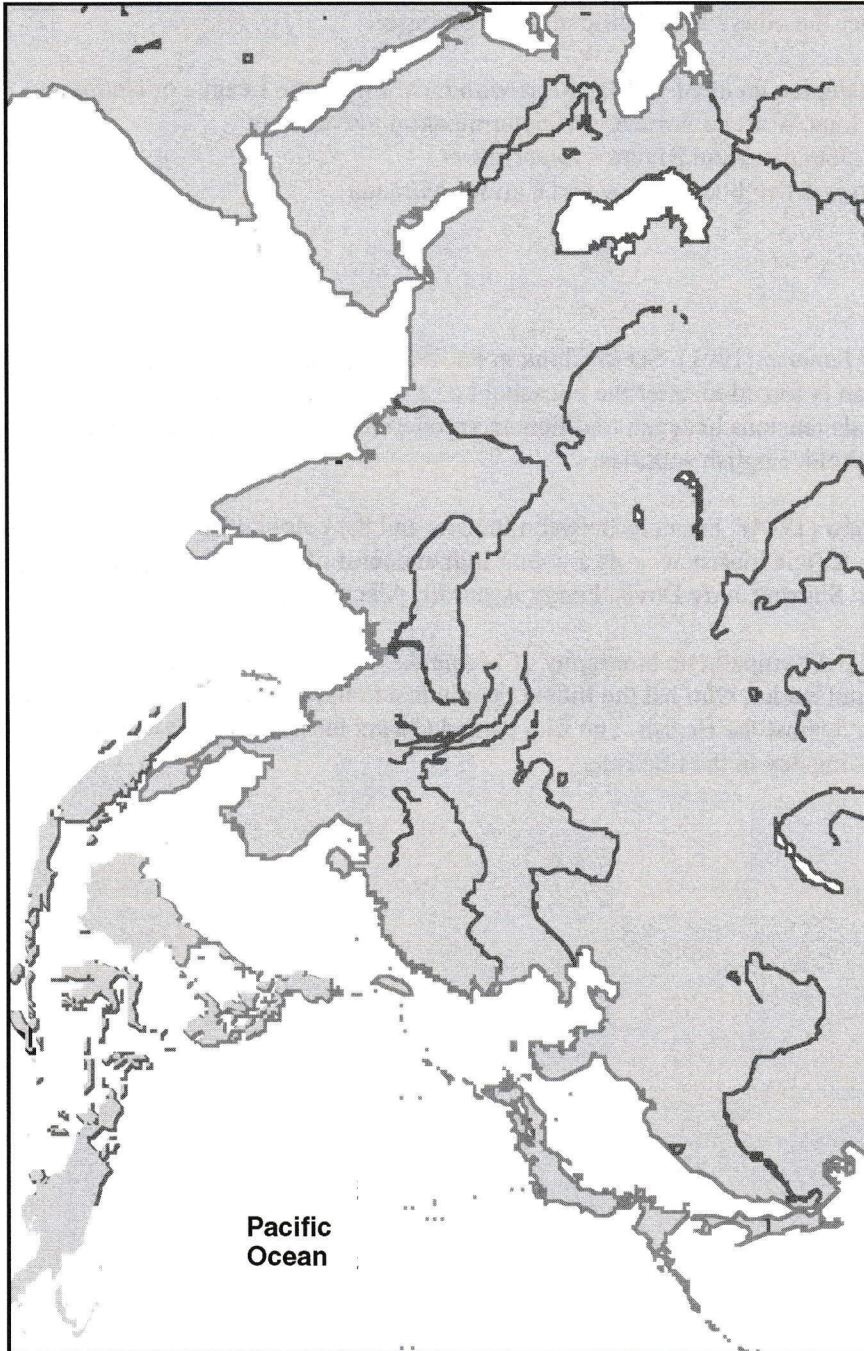
For each of the following quotes, identify the speaker, if known, or the point of view. What is the significance of each passage?

1. "One fact is that this alien government has ruined the country. . . . Pax Britannica has been established in this country in order that a foreign Government may exploit the country. . . . Your industries are ruined utterly, ruined by foreign rule; your wealth is going out of the country and you are reduced to the lowest level which no human being can occupy. In this state of things, is there any remedy by which you can help yourself? The remedy is not petitioning but boycott."
2. "We have stolen his land. Now we must steal his limbs. Compulsory labor is the corollary to our occupation of the country."
3. "George Washington was not God Almighty. He was a man like any Negro in this building, and if he and his associates were able to make a free America, we too can make a free Africa. . . . Lenin and Trotsky were not Jesus Christs, but they were able to overthrow the despotism of Russia, and today they have given the world a Social Republic, the first of its kind. If Lenin and Trotsky were able to do that for Russia, you and I can do that for Africa. . . . I prefer to die at this moment rather than not to work for the freedom of Africa. . . . It falls to our lot to tear off the shackles that bind Mother Africa. Can you do it?"

MAP EXERCISES

1. On the outline map of Asia, locate and label the following:

- Countries: China, Japan, Indochina, Korea, Manchuria, Mongolia, Siam, Soviet Union
- The territories controlled by the Japanese, the Nanjing government, and the Chinese Communist Party
- The route of the Long March, 1934–1936



2. Explain the strategic importance of Manchuria to the Japanese, the Soviet Union, and China.
3. To fully appreciate the distances of the Long March, translate this route into comparable distances in North America.

CONNECTIONS

In fifty words or less, explain the relationship between each of the following pairs. How does one lead to or foster the other? Be specific in your response.

- The Mukden incident and Japanese withdrawal from the League of Nations
- The Great War and African self-determination movements
- Neocolonialism and Rivera's *Imperialism*
- The "good neighbor" policy and Carmen Miranda

FILMS

Raise the Red Lantern (1991). Set in China in the 1920s. An impoverished but educated young woman is forced to enter the household of a wealthy nobleman as his fourth wife. Reveals tensions between tradition and modernity and the dangerous politics in such a household. English subtitles.

Passage to India (1984). Tensions between Indians and the colonial British intensify when a white female tourist accuses a young Indian doctor of rape. Based on E. M. Forster's novel. Starring Judy Davis, Peggy Ashcroft, Alec Guinness.

Gandhi (1982). A sympathetic biography of Mohandas Gandhi, Indian lawyer, activist, and spiritual leader, who led the Indian people in a nonviolent and ultimately successful revolt against the British. The film earned Oscars for Best Picture and Best Actor, with Ben Kingsley in the title role.