



eduresourceza.com

The Angolan War of Independence (1961–1974) began as an uprising against forced cotton cultivation, and became a multi-faction struggle for the control of Portugal's Overseas Province of Angola, mainly among three nationalist movements:

The MPLA (Popular Movement for the Liberation of Angola), founded in 1956, led by Agostinho Neto.

The FNLA (National Front for the Liberation of Angola), founded by Holden Roberto in 1961.

UNITA (National Union for the Total Independence of Angola), founded by Jonas Savimbi in 1966.

The war ended when a leftist military coup in Lisbon in April 1974 overthrew Portugal's Estado Novo regime, and the new regime immediately stopped all military action in the African colonies, declaring its intention to grant them independence without delay.

In Angola, the war came formally to an end in January 1975 when the Portuguese government, the National Union for the Total Independence of Angola (UNITA), the Popular Movement for the Liberation of Angola (MPLA), and the National Liberation Front of Angola (FNLA) signed the Alvor Agreement.

The Angolan Civil War was a major civil conflict in the African state of Angola, beginning in 1975 and continuing, with some interludes, until 2002. The war began immediately after Angola became independent from Portugal in November 1975. The Civil War was primarily a struggle for power between two former liberation movements, the People's Movement for the Liberation of Angola (MPLA) and the National Union for the Total Independence of Angola (UNITA). At the same time, it served as a proxy battleground for the Cold War, due to heavy intervention by major opposing powers such as the Soviet Union and the United States.

Colonialism and independence in Angola

Colonialism in Angola

Portuguese colonial rule was established in Angola in 16th century. Trading posts were established along the coast.

In 1885 colonial boundaries were recognised by the Treaty of Berlin. Portugal began to invest in mining, agriculture and infrastructure development in Angola

In 1951 Angola became an overseas province on Portugal. The Africans were called assimilados and they adopted the Portuguese language and culture.

A hybrid society arose: mestizos in coastal towns, Creole families, Portuguese-speaking blacks on the coast and inland and peasants who spoke indigenous languages.

→ These divisions as well as tribalism influenced the faction group formation later on.

Independence in Angola

When calls for independence were rejected in 1960, a struggle against Portuguese colonial occupation began.

In 1961 Angolan peasants rebelled and boycotted cotton production demanding better working conditions and higher wages. They also attacked Portuguese traders.

Holden Roberto's UPA launched an incursion from his base in the Congo which led to attacks on trading centres and government installations and many deaths.

The Portuguese Armed Forces retaliated and as a result the rebels formed a guerrilla force and continued their struggle with different strategies.

STAGE 1:

How was Africa drawn into the Cold War?

USA was concerned that decolonisation in Africa:

provided an opportunity for the extension of communism to Africa → worried that: this could lead to a shift in the balance of power in the world
result in the loss of access to raw materials, minerals, trade routes and markets.

→ USA used aid packages, technical assistance and even military intervention to encourage newly formed states to become aligned to capitalism and democracy and not to socialism or communism.

USSR used similar tactics to encourage these states to align themselves with the Eastern bloc: promoted communism as an alternative to imperialist capitalism
provided aid packages, technical assistance and military assistance.

Thus, superpowers asserted their influence in Africa to establish and protect their spheres of influence as they did in other parts of the world:

= became involved in proxy wars (usually civil wars) and assisted opponents in gaining the upper hand.

+ provided aid → increased the dependency of African states on superpowers.

The main factions became embroiled in a bitter civil war based largely on ethnic loyalties and ideological differences.

The MFA coup in Portugal and the ensuing Carnation Revolution of 25 April 1974 ended the colonial conflict and brought independence to Mozambique and Angola.

The new Portuguese leftist government announced that it intended to grant Angola (and other colonies) its independence.

Negotiations with the factions were complex due to ethnic and ideological differences.

BUT, on 15 January 1975 leaders of the three main liberation movements and the Portuguese government signed the Alvor Accord. It recommended a transitional government headed by the

Portuguese High Commissioner, the integration of liberation forces, national elections would be held and the date for independence was set for 11 November 1975.

The coalition government collapsed and fighting resumed between the MPLA and FNLA to control Luanda. The MPLA, backed by the USSR forced the FNLA and UNITA out of Luanda.

SA launched an incursion into southern Angola captured most of the region and handed it back to UNITA.

The FNLA, backed by troops from SA and Zaire: launched an attack on Luanda to recapture it from the MPLA and prevent the latter from setting up a government there.

The MPLA, backed by Cuba repulsed the FNLA and dealt it a heavy blow.

Admiral Cardosa, last High Commissioner of Angola, abandoned the country without officially handing over authority to any faction leader.

Agostinho Neto, MPLA leader, declared the People's Republic of Angola on 11 November 1975 in accordance with the Alvor Accords.

UNITA and the FNLA set up a rival government inland and enlisted the support of the SA government to oust Neto. The civil war intensified and continued for the next 27 years.

Why did the civil war break out in Angola in 1974?

The key reasons were:

Ideological differences among the warring factions prevented a common purpose.

Deep ethnic and regional differences prevented unification.

Each leader was ambitious for power and control. Worsened by foreign intervention during the Cold War era: these interventions exploited the mistrust and division even further thus delaying a settlement.

What was the role of the MPLA and UNITA in the civil war?

STAGE 4:

MPLA

Formed as a multi-ethnic political party on 10 December 1956. Its support was largely whites, mesticos and the Ambundu ethnic community in the area around Luanda.

Initially adopted peaceful methods to achieve change but resorted to an armed struggle in 1961.

With the aid of the USSR and Cuba it maintained control of the central regions of Angola including the rich oil fields off the coast.

In 1977 it adopted Marxist-Leninism as party ideology and promoted a one-party state. It became extremist and many ideological opponents were killed, e.g. 70 000 killed in 1977 when an attempted coup nearly ousted Neto.

In 1990 when the Cold War ended, the MPLA adopted social democracy. BUT After the 1992 elections, facilitated by the Bicesse Accord of 1991, thousands of UNITA and FNLA sympathisers were killed in reprisal attacks.

With the aid of Cuba and the USSR, the MPLA kept democracy out of Angola by destroying all opposition.

Outside involvement in the Angolan civil war

Why and how was the USSR involved?

To counter capitalism and democracy in the region. It was a natural result of Cold War politics, i.e. brinkmanship, posturing and extending spheres of influence.

It attempted to entrench communism in the region.

It provided material and military aid, e.g. in 1990 it amounted to US\$430 million.

Why and how was the USA involved?

To prevent Angola from adopting Communism and to avoid the ideology spreading in central and southern Africa. had economic interests in the region, e.g. Angola supplies 7% of US oil imports.

Initially the USA assisted the FNLA and UNITA. CIA funding assisted the FNLA and later weapons were sent to them.

In 1976 involvement was limited by the Clark Amendment, as the USA did not want another Vietnam War situation to develop.

This amendment was repealed in 1985: covert funding to UNITA was resumed.

Why and how was Cuba involved?

Cuban involvement was directed against the involvement of capitalist support of movements in Angola. It shared the same ideology as the MPLA and wanted to assist it in its revolutionary struggle for independence. It provided military training and assistance to the MPLA in 1966. It deployed thousands of troops to assist the MPLA which gave the movement the edge in the conflict.

→ They began winning back the south from UNITA forces backed by SA troops.
The final battle was won at Cuito Cuanavale in 1987 and 1988.

Significance of the Battle of Cuito Cuanavale: 1987 and 1988

Why did SA intervene in Cuito Cuanavale?

Initially, SA did not want to get involved fearing diplomatic antagonism and hostile propaganda.

However, SA viewed a defeat of UNITA as unacceptable because SWAPO could gain access to strategic areas such as Kavango and Caprivi.

This would pose a threat to SA as its troops would need to be deployed over a wider area.

THEREFORE: SA intervened to ensure UNITA's control of the southeastern part of Angola and SWAPO's incursions could be contained.

SA aimed to keep its involvement secret and limited to the bare minimum deemed necessary.

Newly independent Congo and Tanzania

You need to revise the successes and challenges faced by independent Africa:
the kinds of states that emerged: aims and visions
political successes and challenges
economic successes and challenges
social and cultural successes and challenges.

How did the Congo become a tool of the Cold War?

Belgian Congo achieved its independence in 1960

A crisis arose soon afterwards when Katanga Province declared itself independent under the regional premier Moise Tshombe.

Tshombe had the support of the Belgian government and mining companies such as Union Miniere.

The UN refused to suppress the rebels in Katanga.

As a result Patrice Lumumba, the first premier of Congo, called on the USSR to help put down the rebellion. They obliged.

This alarmed the USA who put pressure on the head of the army of Congo, Mobutu, to act against Lumumba.

The CIA sponsored a coup against Lumumba's government initiated by Mobutu.

Lumumba was imprisoned and executed by firing squad on 17 Jan 1961.

This event was committed with the assistance of the Belgian government and the CIA.

How did Tanzania apply African Socialism?

1 Tanganyika became independent in 1961 and was renamed Tanzania. Julius Nyerere became Prime Minister and his party, TANU, formed a government.

2 In 1962 Nyerere became president after amending the constitution.

3 In 1967 the Arusha Declaration was accepted which showed a support for socialism.

4 The Arusha Declaration promoted socialism as rooted in African homegrown values and potential.

5 Socialism was seen as an African tradition of peasantry, communal living and sharing

6 Nyerere said that African Socialism did not derive from European socialism and Marxism but rather could teach European socialists about the true nature of socialism.

7 In ujamaa, all humans care for one another and are bound together by affection and solidarity.

8 Emphasis was placed on education. Elitism was ended by introducing universal education based on traditional and Western models.

9 Recognition was given to the importance of traditional values, indigenous knowledge and wisdom.

10 Soon after the Arusha Declaration was issued, banks and many large industries were nationalised in Tanzania.

Successes and challenges faced by independent Africa

The types of states established, the leadership strategies, and the ideologies and policies that were adopted by various African leaders were influenced by:

colonialism → left a mixed legacy in Africa = positive and negative consequences
the international context of Cold War politics.

What colonial legacies did the Congo and Tanzania inherit at independence?

CONGO	DETAILS
Ethnic division and tribalism	- Colonialism had divided people along ethnic and tribal lines. - Different ethnic groups were often scattered over more than one state e.g. Congo, Rwanda, Burundi. The map of Africa had been redrawn. - These divisions persisted during the Cold War when different groups aligned themselves with opposing political blocs. - Some African leaders, e.g. Lumumba wanted to forge a new national identity and eradicate ethnic divisions. - Mobutu Sese Seko forged national unity through his despotic rule after Lumumba was killed.
Fairly sophisticated civil service and infrastructure.	- These collapsed after independence. - WHY? The local African population had not been educated or trained to take on the administrative and technical functions. Colonial withdrawal left a technical vacuum. - The strategy to develop peasant agriculture and greater government intervention in industrial development to grow employment opportunities was hampered due to a lack of expertise. - Financial grants had been squandered due to poor and inadequate controls.
The nature of colonial industry	- It was dependent mainly on mining in certain areas leaving many regions under-developed and poverty stricken. - The economy of Congo became reliant on the export of cheaper raw materials and imported more expensive manufactured goods. - Congo remained trapped and leaders did not govern efficiently or innovatively after independence.

Economic challenges and successes in independent Africa

Downloaded from eduresourceza.com

NOTE the overlap of political and economic aspects → not possible to split them when looking at economic challenges and successes in independent Africa.

ZAIRE	What type of economy was adopted? - The new government drew up an economic and social expansion plan that placed emphasis on peasant agriculture and greater government intervention in industry. - Aimed to process raw materials locally, avoid imports and increase employment. - Adopted capitalist model. - Production involved mainly cobalt and copper. - Mono-culturalism (one product economy).
Challenges	- Zairianisation and 'radicalisation of the revolution' led to problems. - The nationalisation of trade led to chaos. - Corruption devastated the economy. - Mismanagement - Infrastructure neglected. - Dependent on massive financial aid. - Sold off raw materials and minerals for the benefit of the West and quick cash returns; little development of Zaire. - A new elite emerged leading to class distinction. - Had to rely on foreign aid to avoid bankruptcy. - Mobutu Sese Seko lived an opulent lifestyle and headed a corrupt regime.
Successes	- Virtually non-existent but under retrocession policy of Mobutu Sese Seko large portions of Zairianised enterprises were returned to their original owners. - He managed to keep the economy afloat by eliciting aid (this is a questionable 'success' – be able to argue a point here).
TANZANIA	What type of economy was adopted? - Adopted African socialist model. - Embarked on villagisation process to increase self-reliant food production and rural development. - Main export crop was coffee. - Mono-culturalism (one- product)
Challenges	- Self-reliance led to further debt - Ujamaa was unproductive as economic growth declined. - Tanzania remained under-developed economically. - Farmers resisted villagisation. - Had to rely on foreign aid to avoid collapse.
Successes	- Villagisation made service delivery in terms of health care and education easily accessible. - Nyerere's education philosophy was very successful. One of the highest literacy rates achieved in Africa. - Stability in society and free from economic inequalities. - Ujamaa led to some rural development.

Downloaded from eduresourceza.com

Social, cultural and educational practices in the Congo and Tanzania

Downloaded from eduresourceza.com

Clothing	- Nationalism expressed in costume and dress. - Move to dress in a more uniquely African way. - Kwame Nkrumah set the tone and pace for change and other elites followed. - It stimulated local textile making, weaving, embroidery and dyeing industries. - New elites chose dress to highlight their status. - New hairstyles replaced European ones. - Congo: Mobutu outlawed the wearing of suits and ties; the abacos imposed by decree. - It was inspired by dress of Mao Zedong of China.
Language	- Under colonial rule African languages had become marginalised as limited in scope and confined to oral tradition, rural areas and the language of adults. - Between 1962 and 1964 research centres and African language departments were started at many African universities. - Many new universities started as well as research on African traditions and languages. - Nyerere translated Shakespeare's Julius Caesar and The Merchant of Venice into Kiswahili. He used the translations to also educate his people about exploitation and the struggle for political and economic liberation.
Educational benefits	- Many of the founding fathers and leaders of the new states were educated at mission schools or Western colleges. - They became the vanguard of the struggle for political independence and took over power. - Many leaders felt that education needed to be transformed from the Western model in order to achieve mental liberation and decolonisation of the mind. Intellectually African thinking needed to change. - This was debated at many pan-African congresses. - There was a need to combine Western intellectual and educational programmes with African ones. - Education should be used to promote unity, national and cultural identity, philosophy, social justice, ideology, science, technology, search for knowledge and the development of skills in African states. - This would reduce poverty and unemployment. - Universities were modelled on Western ones but developed African ideas.
Africanisation	In Zaire, Mobutu Sese Seko confiscated all farmlands, industry, commercial and mining enterprises from foreign owners for re-distribution to Congolese. - Called Zairianisation: negative trend due to lack of experience. - Resulted in mismanagement, maladministration and corruption. - Also introduced a policy called authenticite between 1970 and 1990, to remove the legacy of colonialism and to promote a centralised Congolese identity. - Colonial names were replaced with local ones, he banned Christmas and neckties, as these were seen to be un-African. In Tanzania, Nyerere promoted self-reliance. - This was often at the cost of expertise and experience. - Local people were employed to promote and develop the newly created villages. - These people were inexperienced and as a result villages were mismanaged. - Enforced villagisation led to resistance and rejection by the local population.

Downloaded from eduresourceza.com

Civil Rights movements

The 1950s and 1960s

The 1960s were referred to as the “Swinging Sixties” and “Swinging London”. Young people were at the forefront of social change. The youth movement crossed social barriers as television expanded, however, the emerging youth culture was limited to Western Europe.

The rebellion was most intense between working class parents and their children, who were moving up in society, having had greater education and therefore job opportunities.

Among the upper class, however, the rebellion was less intense as they had always enjoyed freedom and wealth.

The fifties and sixties were decades of struggle for: gender equality
civil rights

democratic rights.

What was the nature of women’s liberation and feminist movements in the 1960s and 1970s?

Although essentially having the same goals of freedom for women, the movements took different forms in the different countries.

United States of America

The Women’s Liberation Movement (WLM) formed in the 1960s and was strong amongst university students who had been radicalised by civil rights movements and opposition to the Vietnam War.

PLUS a lot of older women were dissatisfied with the continued discrimination in the workplace, even within their own political organisations. As a result, the movement in the USA was dominated by the idea that women had to organise separately. They organised their own workshops and talks about their oppression = ‘consciousness raising’.

First National Women’s Liberation Conference took place in 1968. By the 1970s feminist activists began to see the results of their work:

In 1972: the rape crisis hotline was established in Washington DC.

In 1973: the supreme court legalised abortion.

In 1975: The United States held the first global forum of women’s issues.

As the movement began to spread, divisions began to develop, highlighting different aspects of the struggle.

In Britain

The Labour Party and trade unions became the context for the organisation and needs of women. Important issues =

abortion and contraception abortion → legalised in 1967

contraceptive pill → available in the 1960s

equal education, pay and job opportunities

free 24-hour childcare.

Although society / culture was still based on established values with heterosexual values being promoted, by the mid-1970s the world had changed for women. Example:

could control their fertility

were gaining economic independence.

Countries in Europe

Number of women in the workplace had increased dramatically, but they still held lower-paid positions.

Abortion was a real challenge to the moral order in Europe, with the sexual freedom of the 1960s increasing the differences in the sexes rather than diminishing them.

In Communist states, women held higher positions and accounted for almost half the positions: they still continued with the housework, but under increased Marxist thinking eventually the inequality would disappear.

Economic role of black South African women in rural areas and the informal sector

Rural black women were the most oppressed group under customary law.

They were under the control of men, had to maintain agricultural production and bring up their children on their own.

The migration of African women into the town altered their consciousness with the majority of women working as domestic workers.

Domestic work was not regulated, resulting in long working hours for low wages. Their children were not allowed to live with them.

Many women supplemented their income in the urban areas by taking part in the informal sector, e.g. brewing and selling beer.

Domestic work isolated women and the struggle to survive daily made it difficult for African women to join women's movements.

Women's movements against apartheid

Despite the continued efforts of women in South Africa, by the 1960s the National Party was well in control of South Africa and banned the ANC and other liberation organisations.

The peace movements: 1950s

Started as protests against nuclear weapons, but later developed into anti-war movements as well. Mainly based in the USA and Western Europe.

Disarmament movements

In the 1940s and 1950s the USA, Britain and the Soviet Union started developing new atomic weapons. Not only were fears of a nuclear war breaking out, but there was also a growing concern for the health risks and environmental damage caused by the tests. This led to the Campaign for Nuclear Disarmament (CND) launched at a public meeting in London in February 1958.

The CND held their first march against nuclear weapons from 4–7 April 1958.

The marches attracted a great deal of attention and became an annual occurrence from 1959 to 1963. In 1983 the Test Ban Treaty was signed, which partially banned nuclear tests.

There were revivals of the march in later years including 1972 and 2004.

Within the CND many supported non-violent direct action (NVDA) and wanted campaigns to include mass civil disobedience. This led to many arrests e.g. September 1961, 1 300 were arrested in London and 350 in Holy Loch, Scotland.

Many CND members had hoped the Labour government would support nuclear disarmament after 1964, however, the new party continued with the previous conservative policy.

From the mid-1960s, anger over the United States war in Vietnam replaced nuclear issues as a focus of mass protests.

Student movements

The 1950s and 1960s = rise in political activism amongst students → The younger generations expressed growing hostility towards the existing social order.

European universities became more democratic, opening their doors to lower- and middle-class students = expansion.

Student movements became mainly located in the rapidly expanding universities. Emergence of a distinctive 'youth culture', which brought students into conflict with the older generation.

In Europe tensions came to a head in the late '60s and early '70s with the most serious student riot occurring in Paris in 1968 at the new University of Nanterre.

The students demanded changes to the curriculum and soon the movement spread to other universities. There were violent clashes with the police and the students appealed to the French industrial workers for help.

As a result, spontaneous general strikes spread across France in May 1968.

Although the political crisis was averted and the French government did not fall, the student revolution in 1968 seemed to bring an end of an era of social stability and economic progress.

Anti-war movement

Opposition to the Vietnam War spread across university campuses in the mid-1960s. After 1965 it became a radical peace movement across universities in America.

Anti-war marches and protests led by Students for a Democratic Society (SDS) reached a peak in 1968. The tactics used were diverse: legal demonstration, congressional lobbying, political violence, civil disobedience and draft resistance.

By 1968, faced with widespread opposition to the war, the Johnson administration halted the bombing of North Korea, which was a major turning point in the war.

In 1970, President Nixon's invasion of Cambodia and the Kent State shooting of 4 student protesters sparked the greatest outbreak of campus protests in US history.

A national student strike shut down 500 colleges and universities. Many lobbied White House officials and over 100 000 people demonstrated in Washington.

The American movement against the Vietnam War was the most successful anti-war movement in US history.

Civil rights movements

Northern Ireland

After World War II the British government, who controlled Northern Ireland, introduced a welfare state and extended education to Catholics.

As a result: young Catholics were exposed to new ideas and were unwilling to tolerate the discrimination against them.

In 1963 the British government proposed reforms that would improve the economic situation in Northern Ireland. The proposals would, however, threaten the dominant Protestant position.

As a result: the Protestants, led by Reverend Ian Paisley, attacked the reform policy and began the period known as "The Troubles", which lasted until 1998.

Civil rights movement in Germany

The civil rights movement in Germany was a left-wing reaction against the conservative post-Nazi party era and attracted many disillusioned students. Their protests were against the authoritarianism and hypocrisy of the German government.

They wanted greater socio-economic equality, freedom and human rights, and resented the wealth of the upper classes and militancy of the police.

To make their demands known, they embarked on protest actions. An over-reaction by the police and the near simultaneous protest movements across the world fanned these protests, which became violent. Although protests were eventually quelled, civil rights movement took root in Germany.

Civil rights movement in Czechoslovakia

After 1945, Czechoslovakia fell into the Soviet sphere of influence and was a one-party state. → However, from the mid-1960s, Czechs and Slovaks started rejecting the regime and Alexander Dubcek, a popular man, became the leader in 1968. He created more space for civil society and this period became known as the Prague Spring.

An activist Ludvik Vaculvic published a manifesto, "Two Thousand Words" in June of 1968. In the manifesto he called on everyone to demonstrate for better government and demand greater control over their own lives. The USSR could not tolerate this threat to its hegemony over the Eastern Bloc.

→ Consequently, on the night of 20 August 1968, Eastern Bloc armies invaded Czechoslovakia, starting a 20-year occupation of the country.

Civil rights movement in Mexico

1968: students in the Mexican capital, Mexico City, demonstrated for increased civil rights and democratic reforms. At the end of September, the Mexican president ordered the army to occupy the universities → students were beaten and arrested. In October, 15 000 students marched peacefully through the streets of Mexico City to protest against the army's occupation of the university campus.

Rally organisers tried to cancel the rally when they noticed an increased military presence in the area.

At sunset the army and police force surrounded the Plaza and began firing live rounds into the crowd. This continued into the night.

By morning, hundreds of students and civilians were dead, with many wounded and arrested. The army claimed they had defended themselves, but the Tlatelolco massacre is remembered as an example of extreme state abuse of power.

Reasons and origins of the US Civil Rights Movement

Reasons for the US Civil Rights Movement:

After the American Civil War (1861–1865), the US government passed the 14th and 15th Amendments, granting citizenship and equal rights to former black slaves. In 1866 a white supremacist group called the Klu Klux Klan was set up. They were against any rights for African-Americans and wanted segregation to continue.

As more civil rights were granted to African-Americans, the Klu Klux became more violent. Violent attacks on houses were carried out and approximately 175 African-Americans were lynched per year between 1890 and 1900.

In 1896 the US Supreme Court ruled that separate, but equal, facilities for white and black Americans was constitutional. This law remained until 1954.

Thus, the driving reason for the Civil Rights Movement was to provide African-Americans with a strategy to fight against the disregard for their constitutional and civil rights.

Origins of the US Civil Rights Movement:

In 1909 the National Association for the Advancement of Coloured People (NAACP) was set up. In 1935 they challenged segregation in higher education in the nation's courts and won significant rights for African-Americans in universities across the country.

The role, impact and influence of Martin Luther King Junior

The role of Martin Luther King Junior

King was a pastor in the city of Montgomery, which became the centre of the rights movement. His position as pastor allowed him to take on the leadership role within the struggle as he was able to see the struggles of his congregation first hand and his position gave him a platform from which to speak of the injustices he saw.

His leadership role was affirmed when he was elected to lead the Montgomery Bus Boycott. From there, his role increased and he became the spotlight of the non-violent resistance. In 1957, after the success of the Bus Boycott, he and other activists founded the Southern Christian Leadership Conference (SCLC).

The SCLC and King planned to achieve full equality for African-Americans through non-violence.

King remained the leader of the organisation until his death and travelled the World and country giving lectures on non-violent protests and civil rights.

What was the impact and influence of Martin Luther King Junior?

King became a unifying force in the various struggles for civil rights through his charismatic personality and strong leadership skills. He drew the various movements together, which became co-ordinated and focused. It attracted the attention of the whole of the USA and rest of the world.

King's non-violent approach and profound wisdom won him support.

His stature enabled the movement to achieve many of their aims such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

He also became influential in other issues such as the Vietnam War and poverty.

Unfortunately, a rift grew between King and the more radical youth, who rejected his non-violent methods as these were seen to be ineffectual. They formed the Black Panther Party, a militant group that aimed to overthrow the whites' status quo with force.

Short- and long-term gains of the Civil Rights Movement

The decade 1955 to 1965 was the high point of the Civil Rights Movement.

Television broadcasts and magazines kept the Civil Rights Movement's message alive for millions of people → became a mass movement during that decade.

The Montgomery Bus Boycott launched the movement; the Greensboro sit-in brought the students into the movement. Student activity increased with the Freedom Rides and Freedom Summer.

The crisis in Little Rock had a profound impact on America and the rest of the world. It showed the lengths to which some Southerners would go to prevent integration.

It also showed African-Americans that they could get their rights guaranteed by the Constitution if they made themselves heard on the street and in the courtroom.

By 1965, the Selma to Montgomery march clearly showed both how far American blacks had come and how far they still had to go. Ten years earlier, they had timidly asked if they could sit in the front of the bus; now they were demanding their full rights as American citizens.

They had courts and a president who were willing to make rulings and pass laws to guarantee their safety and their rights.

But they still faced strong, violent opposition. Blacks were not at the end of the road, but they were further along than they had ever been.

The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were two of the most important pieces of civil rights legislation in American history. The Civil Rights Act of 1964 prohibited discrimination in public services and on the job. In the follow-up Voting Rights Act of 1965, the federal government guaranteed all African-Americans the right to vote.

By the 1970s, substantial numbers of African-Americans had been elected to public and private office throughout the Southern States.

Although the USA still has not achieved full equality for all Americans in practice, despite such equality existing in law, the fact that an African-American was elected President of the USA in 2008 is an indication of how far the nation has travelled in promoting and protecting equal civil and constitutional rights for all: African-Americans, other minorities and whites alike.

Reasons for the Black Power Movement

The Black Power Movement in the USA was established during the civil rights era in the 1960s. WHY?

Younger members of the SNCC became more militant and outspoken, and thought that King's non-violent approach was not achieving social change fast enough.

The Black Power Movement emphasised black pride and called for the founding of black political and cultural institutions.

Violence as a legitimate means of achieving civil rights was in conflict with the mainstream Civil Rights Movement and the two were regarded as antagonistic towards each other. However, there were groups and individuals who participated in both BECAUSE the political goals expressed by the Black Power Movement were the same as the non-violent Civil Rights Movement.

Black Panther Party

The Black Panther Party was formed in 1966 and played a short but important part in the Civil Rights Movement.

It was formed to protect local communities from police brutality.

They wanted equality in education, housing, employment and civil rights and stated how they would achieve this in their 10-point plan. They called for:

Freedom

Full employment

Decent housing

Teaching the true history of African-American people

End to police brutality

End to the murder of African-Americans

Free health care.

They called for a revolutionary war to achieve these goals, and were willing to use violence to get what they wanted.