



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION - 2005

HISTORY P2

HIGHER GRADE

OCTOBER/NOVEMBER 2005

Marks: 200

3 Hours

This question paper consists of 8 pages and an ADDENDUM of 15 pages.



INSTRUCTIONS TO CANDIDATES

Read the following instructions carefully before deciding on which questions to answer.

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A consists of SIX (6) essay questions.
3. SECTION B consists of THREE (3) source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. Do NOT answer TWO (2) essay questions from the same theme.
5. You are allowed to answer ONE (1) essay question and ONE (1) source-based question from the same theme.
6. Answer FOUR (4) questions.
 - 6.1 At least ONE (1) must be an essay question and at least ONE must be a source-based question.
 - 6.2 YOU MUST ANSWER AT LEAST ONE (1) QUESTION FROM THE COMPULSORY THEME: AFRICA IN THE TWENTIETH CENTURY (EITHER AN ESSAY OR A SOURCE-BASED QUESTION).**
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Write clearly and legibly.



SECTION A: ESSAY QUESTIONS

Answer at least ONE (1) question and not more than THREE (3) questions from this section.

QUESTION 1: AFRICA IN THE TWENTIETH CENTURY

Answer either QUESTION 1A or QUESTION 1B. Do NOT answer both questions.

QUESTION 1A

Africa's post-independence challenges stemmed not only from colonial rule. Many of the challenges have come from the newly independent African states themselves.

Is this a fair appraisal (assessment)? Discuss critically.

[50]

OR

QUESTION 1B

In spite of its shortcomings, the Organisation of African Unity (OAU) was a success.

Do you agree? Substantiate your viewpoint critically.

[50]

QUESTION 2: THE RISE OF SOVIET RUSSIA

Answer either QUESTION 2A or QUESTION 2B. Do NOT answer both questions.

QUESTION 2A

It was Lenin's brilliant statesmanship which saved Russia from the threat of a civil war defeat and the disaster of War Communism.

Evaluate this assertion with reference to the period 1917 to 1924.

[50]

OR

QUESTION 2B

Stalin's Five Year programme of economic development between 1928 and 1939 brought more relief than suffering to the people of Russia.

Examine this statement critically.

[50]



QUESTION 3: THE RISE OF THE UNITED STATES OF AMERICA

Answer either QUESTION 3A or QUESTION 3B. Do NOT answer both questions.

QUESTION 3A

After enjoying unprecedented prosperity in the period referred to as the Seven Fat Years (1922 – 1929), the American economy collapsed dramatically when the Wall Street stock market crashed on 24 October 1929.

Analyse the factors that contributed to this see-saw (rise and fall) of the American economy in the 1920s.

[50]**OR****QUESTION 3B**

It is contended by critiques that FD Roosevelt's New Deal Policy did not prove successful in ending the Great Depression in the period 1933 to 1939.

Is this justifiable criticism? Substantiate your answer.

[50]

SECTION B: SOURCE-BASED QUESTIONS

Answer at least ONE (1) question from this section. Source material to be used to answer these questions is in the ADDENDUM.

QUESTION 4: AFRICA IN THE TWENTIETH CENTURY**4.1 HOW DID THE COLONIAL POWERS CONTRIBUTE TO THE PROCESS OF DECOLONISATION?**

Use Sources 4A and 4B to answer the following questions:

4.1.1 Refer to Source 4A:

- a) According to W Tordoff what were the factors which weakened the position of colonial powers? (2 x 2) (4)
- b) Comment on the significance of the Atlantic Charter of 1941. (2 x 2) (4)

4.1.2 With reference to Source 4B:

- a) What were the obstacles experienced by colonial schools? (3 x 1) (3)
- b) Explain how the colonial powers contributed to these obstacles. (2 x 2) (4)

4.1.3 Using Sources 4A and 4B explain why you think the influence of colonial powers was made to decline. (2 x 2) (4)

4.1.4 Using Sources 4A, 4B and your own knowledge, write a paragraph of about 15 lines explaining how the colonial powers contributed to the process of decolonisation. (12)
(31)

4.2 WHAT WERE THE EFFECTS OF DECOLONISATION ON AFRICA?

Use Sources 4C and 4D to answer the following questions:

4.2.1 Refer to Source 4C:

- a) Explain why the Congo fared badly when independence finally came. (1 x 2) (2)
- b) What does 'of some five thousand management-level positions in the civil service, only three were filled by Africans' tell you about the period of colonial rule? (2 x 2) (4)
- c) On what basis was Nkrumah willing to welcome the Europeans? (1 x 2) (2)



- 4.2.2 Explain how useful Source 4D is in portraying Africa's road towards the new millennium. (3 x 2) (6)
- 4.2.3 In what way does the evidence in Source 4C reinforce the problems highlighted in Source 4D? (5)

(19)
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR

5.1 HOW DID THE DEATH OF ERNST VOM RATH AFFECT THE JEWS IN NAZI GERMANY?

Use Sources 5A, 5B and 5C to answer the following questions:

- 5.1.1 With reference to Source 5A:
- a) How did Herzl Grynspan express his anger? (1)
- b) What was the reason for his anger? (1 x 2) (2)
- c) How did the German government react to Vom Rath's death? (2 x 2) (4)
- 5.1.2 According to Source 5B, the Nazis were instructed to organise further demonstrations but they were not to appear to be behind them. Using the source and your own knowledge, explain the reasons for this instruction. (2 x 2) (4)
- 5.1.3 Use Source 5C:
- a) What were the comments by the three people on the event of Crystal Night? (3 x 1) (3)
- b) What does the comment '*once upon a time looters and robbers were shot; now the police protect them*' tell you about Germany? (1 x 2) (2)
- 5.1.4 Compare the evidence about the treatment of Jews in Sources 5B and 5C. Explain how reliable these sources are.
- Question 5.1.4 will be assessed according to criteria organised in a rubric. (6)
- 5.1.5 Using Sources 5A, 5B, 5C and your own knowledge, write a paragraph of about 12 lines on the consequences of Ernst vom Rath's death. (10)

(32)



5.2 WHAT TYPE OF RELATIONSHIP DID THE MAJOR POWERS ENJOY BEFORE THE SECOND WORLD WAR?

Use Sources 5D and 5E to answer the following questions:

5.2.1 Refer to Source 5D:

a) Explain whether you would consider the talks by the USSR with the French and British successful. (2 x 2) (4)

b) In what way did Stalin feel he had 'tricked' Hitler? (2 x 2) (4)

5.2.2 What do the words mentioned by Hitler and Stalin in Source 5E tell you about the Nazi – Soviet relationship? (2 x 2) (4)

5.2.3 In what way do Sources 5D and 5E support each other about the Nazi – Soviet Pact?

Question 5.2.3 will be assessed according to criteria organised in a rubric. (6)

(18)
[50]

QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970: THE COLD WAR

6.1 WHAT IMPACT DID THE TRUMAN DOCTRINE AND THE MARSHALL PLAN HAVE ON EUROPE?

Use Sources 6A, 6B and 6C to answer the following questions:

6.1.1 Study Source 6A:

a) Reference is made to two forms of government in Source 6A. Identify the TWO forms. (2 x 2) (4)

b) What form of government was being advocated by President Truman? (1 x 2) (2)

c) Why do you think President Truman believed '*that it must be the policy of the United States of America to support free peoples*'? (1 x 2) (2)

6.1.2 a) In what way is George Marshall's policy in Source 6B similar to President Truman's policy in Source 6A? (2 x 3) (6)

b) Explain the reasons for the similarities. (2 x 2) (4)

6.1.3 Explain the reasons for Zhdanov's comments on the Marshall Plan and the Truman Doctrine in Source 6C. (3 x 2) (6)

(24)



6.2 HOW DID THE BERLIN BLOCKADE AFFECT WEST BERLIN?

Use Sources 6D, 6E and 6F to answer the following questions:

- | | | | |
|-------|--|---------|-------------|
| 6.2.1 | How do Sources 6D and 6E differ in their views on the Berlin Blockade? | (2 x 3) | (6) |
| 6.2.2 | How does the evidence in Source 6D support the evidence in Source 6F? | (2 x 2) | (4) |
| 6.2.3 | What message does the cartoonist wish to convey in Source 6F regarding the Berlin Blockade? | (2 x 2) | (4) |
| 6.2.4 | Using Sources 6D, 6E, 6F and your own knowledge, write a paragraph of about 15 lines explaining your experiences, had you been living in Berlin during the time of the blockade. | | (12) |
| | | | (26) |
| | | | [50] |

GRAND TOTAL: 200

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ADDENDUM

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QUESTION 4: AFRICA IN THE TWENTIETH CENTURY**4.1 HOW DID THE COLONIAL POWERS CONTRIBUTE TO THE PROCESS OF DECOLONISATION?****SOURCE 4A**

This is an extract depicting the reasons for decolonisation, taken from *Government and Politics in Africa*, by William Tordoff, 1984.

The colonial powers were weakened for a variety of reasons. First, the French were utterly defeated in 1940, and France had to endure four harsh years of German occupation, with great loss of wealth and prestige. The British won the war, but had to fight for their victory to the last man and the last penny. They came out of the war much poorer than before.

Secondly, the USA and then the USSR became 'super-powers' in the post-war world. Neither had an interest in strengthening the British and French colonial systems. On the contrary, if with very different political ideas, both had an interest in weakening British and French rule. Each wished to expand its own trade and influence.

Thirdly, the colonised peoples of Asia began to demand their independence. By the end of the war it was clear that Britain would have to give independence to Burma, India, and Ceylon (Sri Lanka). The growing strength and success of Asian nationalism became an encouragement to African nationalism.

But African nationalism - meaning, essentially, the demand for anti-colonial change and even for independence - had already moved ahead in response to the Atlantic Charter of 1941. This was a solemn declaration by President Roosevelt of the USA and Prime Minister Churchill of Britain. It promised that after the Allies won the war they would 'respect the right of all peoples to choose the form of government under which they will live'.



SOURCE 4B

This is an extract depicting the obstacles faced by colonial schools in Africa, taken from *Decolonization in Africa* by JD Hargreaves, 1988.

An Africa without modern schools and teaching could never make progress; everyone agreed about that. But the provision of this kind of education ran into three big obstacles. One problem was that money for schools and teaching was always in short supply. In every colony, most children had no chance of going to school because there were no schools to go to. By 1945, even in the less backward colonies, the proportion of children who could go to school was smaller than one in every ten. The ability to read and write was still a rare skill. In the more backward colonies - those of Portugal after 1945 - the proportion of Africans who had been able to learn this skill was smaller than one in every hundred.

A second obstacle was the poverty of parents. Few could afford school fees, books, clothes, or journey-money if getting to school required a bus journey. Even if they sent their children to school, those sons and daughters might seldom stay for more than one year, or perhaps for two: they were wanted for work at home.

A third obstacle was the nature of colonial education. When young people managed to get to school, and stay at school, what could they learn? The elements of a little literacy and religion were the main subjects taught; in the first year or so, they were usually the only subjects taught. Later years included some history and geography, and perhaps one or two other subjects. But all these subjects were taught from a racist standpoint: tending to show that whatever came from Europe was good or useful, and that whatever came from Africa was either the reverse or not worth studying. In history, for example, British colonial schools taught about British kings and heroes, French colonial schools taught about French kings and heroes, and the smaller empires did the same. The general assumption behind such teaching was that Africans lacked the capacity to solve their own problems, and Europeans must show them how.



4.2 WHAT WERE THE EFFECTS OF DECOLONISATION ON AFRICA?**SOURCE 4C**

Two viewpoints by A Hochschild and Nkrumah on the impact of decolonisation.

VIEWPOINT A - The historian, A Hochschild in his book, *King Leopold's Ghost*, 1988, explains the difficulties that the independent Congo faced.

When independence finally came to the Congo, the country fared badly ...in the entire territory there were fewer than thirty African university graduates. There were no Congolese army officers, engineers, agronomists, or physicians. The colony's administration had made few other steps towards a Congo run by its own people: of some five thousand management-level positions in the civil service, only three were filled by Africans.

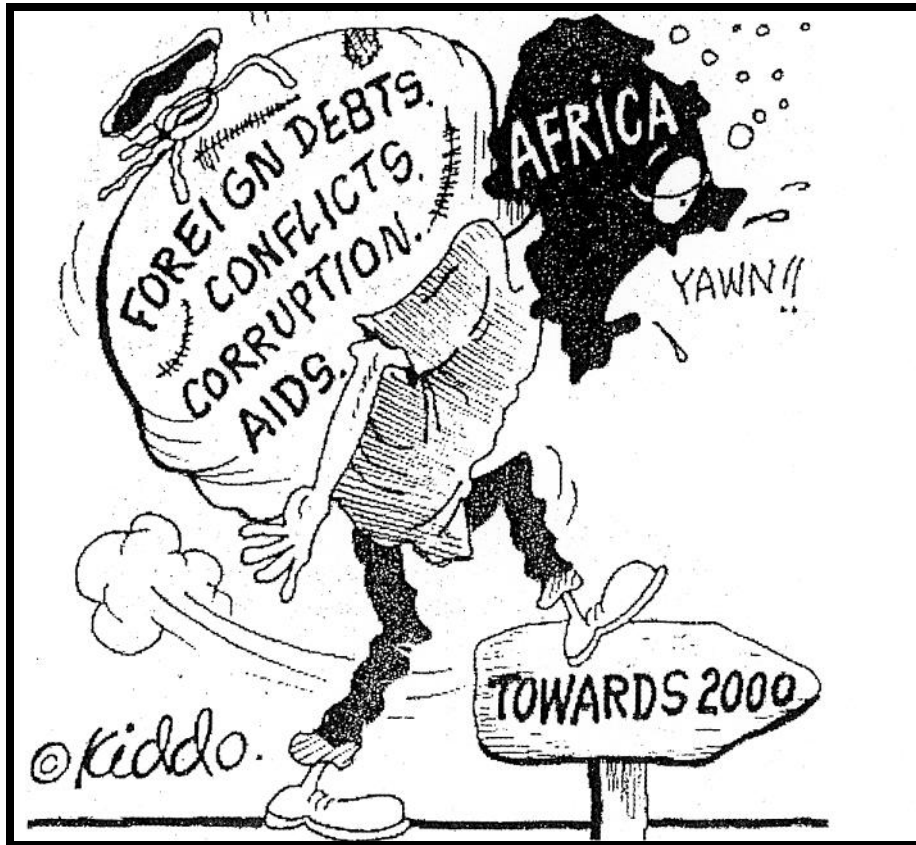
VIEWPOINT B - Comments by Kwame Nkrumah, the first leader of Ghana after independence, 1958. Nkrumah pressured the British to give Ghana independence.

We will welcome the Europeans if they come in a spirit of friendship and co-operation. We do not want them to remain here if they wish to be our rulers. We can rule ourselves. We did this before they came. Why should we not do it now? We did not ask them to come here. They invited themselves. This has always been a civilized country with civilized values. The Europeans have shown us how to make technical progress, and we are grateful, but at the same time they have not done this for nothing. They have had their pound of flesh. They have grown fat on the riches of Africa.



SOURCE 4D

This cartoon depicts Africa's challenges and was printed in the *New People* magazine, Nairobi, 1999.



QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 HOW DID THE DEATH OF ERNST VOM RATH AFFECT THE JEWS IN NAZI GERMANY?****SOURCE 5A**

An extract from *Hitler's Germany* by Bernt Engelmann, 1988

On the 7th November 1938, a Jewish refugee in Paris named Herschel Grynszpan shot dead Ernst vom Rath, a member of the German Embassy staff. He did this because his parents had been amongst the thousands of Jews living in Germany who had been forced into railway trucks and taken to the border with Poland to be dumped and told to look after themselves.

On the 8th November, orders went out to the German secret police at all Gestapo headquarters. Among the orders were these: 'Only such measures may be used as will not put German lives or property in danger...for example only burn synagogues if there is no chance that the fire will spread to German owned buildings...Jewish shops may be burned but not robbed...The police must not interfere...well-off Jews should be arrested and contact made with the nearest concentration camp.'



SOURCE 5B

An extract explaining the reaction to Vom Rath's death prior to the event of Crystal Night, from David Irving's *The War Path*, 1978. Crystal Night was a spontaneous outburst of anger sparked by the murder of Ernst vom Rath. By the end of the night, 91 people had been killed and hundreds of synagogues had been destroyed; the pavements were covered with shattered glass – hence the name Crystal Night.

Goebbels [Minister of Propaganda] was at Hitler's private Munich home that evening, when word arrived of Vom Rath's death in Paris. He told Hitler that there had been anti-Jewish demonstrations in two provinces.

Hitler said that the Party was not to organise such demonstrations - nor to stop them if they just happened. (NB. This is what Goebbels said at the enquiry set up later by the party.) Goebbels then left Hitler as he had arranged to speak to a meeting...He told the meeting that further demonstrations were to be organised by the Nazis but they must not appear to be behind it. These instructions went out to local Nazis at once...Throughout Germany...an orgy of burning and destruction, murder and rape began. Hitler rang Goebbels at 1 a.m. to ask 'What's the game?' and at 2.56 a.m. a telex was sent out to stop the attacks.

The next day, Goebbels persuaded Hitler that the action was a timely warning to Jews abroad. Goering was put in charge of the clear up operation. He made sure that the Jews were forced to pay a huge fine of one billion marks for the murder of Vom Rath and they therefore lost their insurance money.



SOURCE 5C

Comments by German men and women about Crystal Night reported in 'Hitler's Germany' by Bernt Engelmann, 1988

An hour later I took the bus into town...Everywhere I went I saw upset, saddened or angry faces. I also heard these three people's comments. The first was an old man sitting in a seat for handicapped soldiers. He was looking at a ruined shoe store.

The second comment came from a woman wearing a large Nazi party brooch. The third came from my Auntie Annie whom I had gone to meet.

Comment 1 - Once upon a time looters and robbers were shot; now the police protect them. That's what Germany's come to. The country we risked our lives for!

Comment 2 - They should not have done that. I am sure that the Führer does not approve.

Comment 3 - We Germans will pay dearly for what was done last night. Our churches, houses and stores will be destroyed. You can be sure of that!



5.2 WHAT TYPE OF RELATIONSHIP DID THE MAJOR POWERS ENJOY BEFORE THE SECOND WORLD WAR?**SOURCE 5D**

This is an extract from the diary of the Soviet minister, N Khrushchev, *Khrushchev Remembers*. He describes how Stalin was entertaining his ministers and guests at a hunting party and outlines Soviet thinking about the Nazi – Soviet Pact.

Anyway, we met for dinner at Stalin's that Sunday in August 1939, and while the trophies of our hunt were being prepared for the table, Stalin told us that Ribbentrop had brought with him a draft of a friendship and non-aggression treaty that we had signed. Stalin seemed very pleased with himself. He said that when the English and French who were still in Moscow found out about the treaty the next day, they would immediately leave for home. The English and French representatives who came to Moscow to talk with Voroshilov didn't really want to join forces with us against Germany at all. Our discussions with them were fruitless. We knew that they weren't serious about an alliance with us and that their real goal was to incite (provoke) Hitler against us. We were just as glad to see them leave.

That's how the Ribbentrop-Molotov Pact, [Nazi – Soviet Pact] as it was called in the West, came into being. We knew perfectly well that Hitler was trying to trick us with the treaty. I heard with my own ears how Stalin said, 'Of course it's all a game to see who can fool whom. I know what Hitler's up to. He thinks he's outsmarted me, but actually it's I who have tricked him!' Stalin told Voroshilov, Beria, myself, and some other members of the Politbureau that because of this treaty the war would pass us by for a while longer. We would be able to stay neutral and save our strength. Then we would see what happened.



SOURCE 5E

This cartoon was drawn by David Low and appeared in the *Daily Mail*, September 1939. It was drawn at the time when the Nazi – Soviet Pact was signed. Adolf Hitler representing Germany, on the left is greeting Josef Stalin from the USSR. Hitler mentions to Stalin 'The scum of the earth, I believe'. Stalin responds by saying 'The bloody assassin of the workers I presume'. The figure lying on the floor represents Poland.



QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970: THE COLD WAR**6.1 WHAT IMPACT DID THE TRUMAN DOCTRINE AND THE MARSHALL PLAN HAVE ON EUROPE?****SOURCE 6A**

An extract from a speech made in March 1947 by President Truman of the United States of America. This became known as the Truman Doctrine.

...One of the primary objectives of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion (force)...To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part, ... We shall not realise our objectives, however unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose on them totalitarian 'regimes' ...

The people of a number of countries of the world have recently had totalitarian regimes forced upon them against their will... At the present moment in world history nearly every nation must choose between alternative ways of life...

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections...

The second way of life is based upon the will of the minority forcibly imposed upon the majority. It relies upon terror and oppression... I believe it must be the policy of the United States to support free peoples who are resisting attempted subjugation (suppression) by armed minorities or by outside pressure.



SOURCE 6B

An announcement by General Marshall on the purpose of the Marshall Plan.

Hot on the heels of this political announcement [Truman doctrine] came an economic one. While the Russians sought to restore their economy by removing industrial plant to Russia from occupied areas, the Americans sought to maintain their wartime momentum and to restore that of their allies. However, there was a possibility that war-wracked Europe might become progressively less capitalist and more Communist-inclined. Recognizing this risk and the need to assist the recovery of Europe, American General George Marshall proposed a recovery programme. In a speech delivered four months after Truman's, he stated:

...our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist...

SOURCE 6C

AA Zhdanov, a Soviet commentator on the Marshall Plan, 22 September 1947:

[The Truman Doctrine and the Marshall Plan] are both an embodiment of the American design to enslave Europe. [The United States has] launched an attack on the principle of national sovereignty. By contrast, the Soviet Union indefatigably (persistently) upholds the principle of real equality and protection of the sovereign rights of all nations, large and small...The Soviet Union will bend every effort in order that [the Marshall Plan] be doomed to failure...



6.2 HOW DID THE BERLIN BLOCKADE AFFECT WEST BERLIN?**SOURCE 6D**

An extract explaining how the Berlin blockade increased the Cold War tension in Europe

Berlin was divided after World War II. In June 1948, the Soviet Union cut off all road, rail and canal links between West Germany and West Berlin, trying to force the allies out of the city, President Truman spoke about the crisis soon after it ended in 1949:

We refused to be forced out of the city of Berlin. We demonstrated to the people of Europe that we would act resolutely, when their freedom was threatened. Politically it brought the people of Western Europe closer to us. The Berlin Blockade was a move to test our ability and our will to resist.

SOURCE 6E

Historian P Fisher in his book, *The Greater Power Conflict*, quoted a Soviet view of the Berlin Blockade.

The crisis was planned in Washington, behind a smokescreen of anti-Soviet propaganda. In 1948 there was danger of war. The conduct of the Western powers hit the West Berlin population with harshness. The people were freezing and starving. In the spring of 1949 the USA was forced to yield ... their war plans had come to nothing, because of the conduct of the USSR.



SOURCE 6F

A cartoon taken from *Essential Modern World History* by S Waugh. It depicts the Berlin Blockade. The bear represents the USSR. At the entry point of Berlin are the flags of Britain, the USA and France.



SENIOR CERTIFICATE EXAMINATION - 2005
ADDENDUM**ACKNOWLEDGEMENTS**

Extracts and visual sources used in this addendum were taken from the following publications:

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