

English 101 English I

Book used - EAL/ ESL/ E2L students: HISTORY; Oxford Content and Language.

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Introduction

It offers students a way to understand the world by analysing the past while they are improving their subject-specific language skills.

The readings will help students understand content, develop reading, writing abilities, critical thinking skills and practice the academic language of history itself.

Exercises should help students learn vocabulary, understand this historical content, and practice necessary skills.

Study Skills

1. The Agricultural Revolution in Britain
 - Focusing on vocabulary
 - Discussion: it is on famous revolutions in history. Were they violent or non-violent?
 - We need to choose a revolution and think of its social, political and economic situation before the revolution

The Agricultural Revolution in Britain

In this chapter you will answer:

- What is a revolution?
- What was the population explosion?
- What was the Agricultural Revolution?
- How did these lead to the Industrial Revolution?

1.1 Why Great Britain was ripe for the Revolution

A revolution involves radical changes. These changes take place in a short period of time and many involve violence, like the French Revolution or may not involve violence, like Neolithic revolution.

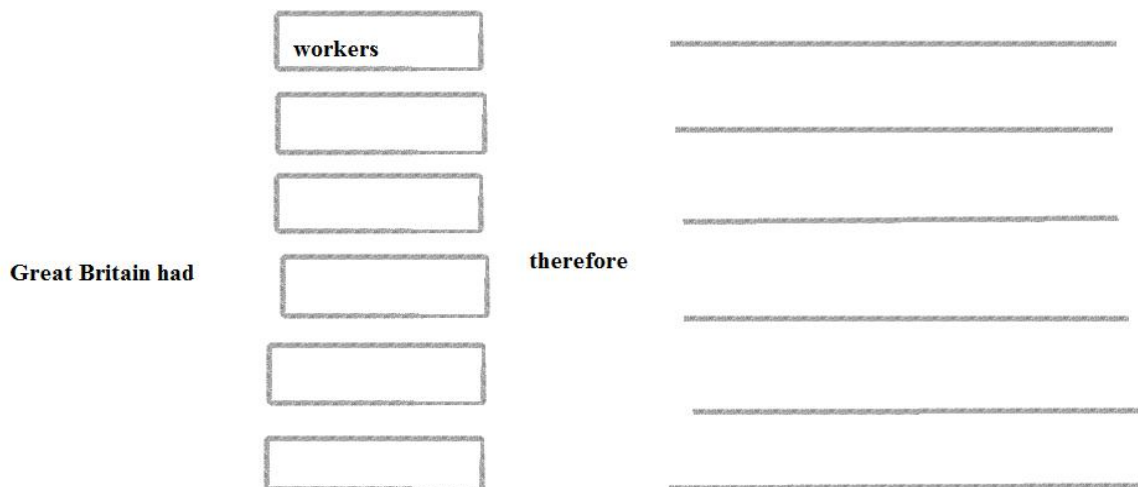
At the beginning of the 18th century, people's lives were very similar to those of their ancestors during the Middle Ages. However, important changes began to take place

around 1750. These changes radically altered the way people lived. They took place in four areas: agriculture, manufacturing, transportation, and urbanisation.

Great Britain was the first country to undergo these transformations. A variety of factors made these changes possible in Great Britain. These factors were:

- The population increased from about 5 million in 1700 to 20 million in 1850, providing a larger labour force and bigger market for manufactured products.
- The British worldwide empire, which received cheap raw materials like cotton and rubber from the colonies, along with a huge market.
- A plentiful supply of coal that could be used as a source of energy.
- The availability of iron core.
- A remarkable number of inventors, engineers and investors who were ready to develop new techniques and machines.

Using the text, complete the diagram...



1.2 The population explosion

One of the first things that changed in Great Britain was the population. Rapid population growth took place in Britain in the 18th century. The British population increased from about 5 million in 1700 to 20 million in 1850. We refer to this as the population explosion. Some of the causes of the growth was:

- A decrease in the number of famines, thanks to the introduction of new foods such as potatoes, maize and rice from the colonies.

- The development of the smallpox vaccine by Edward Jenner and an increasing concern about hygiene.
- The end of serious plagues thanks to improvements in diets, along with medical discoveries.

The effects of population explosion included an increase in the demand for goods. An increase in the people meant that more products were needed. The basic needs of the population, such as food and clothes, had to be covered. Some investors became aware of this and tried to find new ways of satisfying the people's needs. At the same time, a large labour force emerged as more people were ready to work. These people needed to work for a living. However, the traditional job sector could not accommodate more workers. A new workforce had developed in order to work within the new job sectors that were being created by their own demand.

Choose the correct word from the passage

- 1) The large increase in population that occurred in the 18th century is called the _____.
- 2) New foods from the colonies decreased the number of _____ in Great Britain.
- 3) A more varied diet made people healthier and better prepared to fight off serious _____.
- 4) Medical discoveries such as _____ helped to protect people against some illnesses.

Which statements were causes of the Agricultural Revolution, and which were effects.

	Cause	Effect
New types of food and fewer famines	<input type="checkbox"/>	<input type="checkbox"/>
The need for more products	<input type="checkbox"/>	<input type="checkbox"/>
Vaccination	<input type="checkbox"/>	<input type="checkbox"/>
Fewer plagues thanks to an increasing concern in hygiene	<input type="checkbox"/>	<input type="checkbox"/>
The need for more food	<input type="checkbox"/>	<input type="checkbox"/>
The need for more jobs	<input type="checkbox"/>	<input type="checkbox"/>

1.3 The Agricultural Revolution

Due to the population increase, there was a need for more food. European farming had not changed much since the Middle Ages. Farmers lived in small villages. The land was divided into open fields. This meant that each farmer's land was not separated from the land of neighbouring farmers by hedges or fences. The lack of fences allowed animals to wander and graze on other farmer's fields, where they ate the planted crops. At the same time, to prevent the crops from wearing out the soil, farmers used an old technique called crop rotation. Every year, they grew different crops on their lands. Then during their third year they would leave the land fallow. This meant they would not plant anything on it in this year. This way farming was inefficient, and it did not produce enough food for the growing population in Britain.

In order to deal with situation and produce more food, some changes were made. The British government created a new way of organising the land. They issued the Enclosure Acts, which encouraged farmers to put fences around their land. The result of enclosure was that good farmers could practice new techniques to improve the quantity and quality of the crops and animals they produced.

Not all farmers were rich enough to cover the costs of enclosure however. These farmers had to sell their land and work for other farmers. Farmers who enclosed their land wanted to capitalise on their expenses, so they raised the rent. Poor farmers were unable to pay for enclosure or to pay the higher rents. Consequently, they were forced to sell their lands and move to other places in search of work.

Enclosure benefitted the rich farmers, since they were not only able to increase their property, but they could also practice new farming methods. They developed a new way of rotating crops. After planting wheat farmers would plant turnips and clover that could be fed to animals. This prevented the land from wearing out. This new 4 year crop rotation method did not leave the land fallow and yielded crops every year.

1.4 The Norfolk Four-course Rotation

Farmers also introduced selective breeding, where they selected the animals or plants that were allowed to breed. This improved the quality and quantity of the production. New machinery was invented, such as Jethro Tull's seed drill and Cyrus McCormack's mechanical

reaper. This new machinery made farming easier. Farmers needed less time to do work. All these changes led to an increase in the food supply, which was necessary to feed the growing population. The farmers who were able to introduce these new techniques and machinery became rich. These wealthy farmers were also willing to invest their money in new inventions and developments.

Fewer people were needed on farms due to the machinery and the introduction of the new methods. Many poor farmers moved to cities in search of jobs. They were willing to accept these new jobs, even if the wage was low. This was to lead to the Industrial Revolution.

Match the following terms with their meanings.

- | | | |
|-----------------------|-------|--|
| 1) Open-field system | _____ | a) Land left unseeded for one year in order to prevent erosion and to increase soil fertility |
| 2) Enclosure system | _____ | b) Laws issued by the British government encouraging the enclosure of the lands |
| 3) Selective breeding | _____ | c) Organising land by using fences to separate private properties |
| 4) Fallow | _____ | d) A way of organising land without using fences and hedges |
| 5) Enclosure Acts | _____ | e) A farming practice in which the same land is used to grow different crops in successive years to prevent erosion and increase fertility |
| 6) Crop rotation | _____ | f) A system that allows only the best animals or plants to breed |

Complete the paragraph with the given words

Enclosure system Crop rotation Selective breeding Machinery
food stockbreeding private fallow

Due to the population increase, more _____ was needed. Agriculture and _____ help to satisfy the increasing demand. The _____ consisted of fencing off the lands and taking common land into _____ ownership. It also prevented the animals from grazing into planted areas. At the same time, a new 4-year _____ was developed. Farmers did not leave the land _____ anymore. Instead, after planting wheat, they would plant turnips and clover. The technique prevented

the land from wearing out, and helped provide food for animals. In addition, new _____ was invented. It made farming easier and faster. Farmers also introduced new stockbreeding methods. For example, _____ improved the quantity and quality of animals.

2. The Industrial Revolution

- Focusing vocabulary
- Discussion: how different is the situation today? We talk about advantages of people making things themselves? Disadvantages?
- What is the industrial Revolution had never happened?
- Using the internet, find information about child working conditions in currently rapidly developing countries

The Industrial Revolution

- What was the Industrial Revolution?
- How did the movement of people and goods changes during the Transport Revolution?
- Why did parents send their children to work in factories during the Industrial Revolution?
- What were the factors that gave rise to communism?

2.1 The Industrial Revolution

Until the 18th century, most people made the things they needed at home by themselves or brought them from skilled craftspeople in their town. Very few goods came from outside the village.

Due to the population increase in the 18th century, the demand for cloth grew. This encouraged many families to produce more cloth and to sell it outside the village, leading to the creation of the domestic system. The disadvantage of the system was that it was slow, and that the amount of cloth produced was still too small. The demand was so great that new machines had to be invented. John Kay, James Hargreaves, and Richard Arkwright designed new ways of spinning and weaving cloth. However, these machines were too big to be put inside cottages. As a result, factories were built to house these large machines. These machines were also expensive, so only wealthy factory owners could afford to buy them. The Agricultural Revolution and the development of trade with British colonies brought wealth to the bourgeoisie, who were willing to invest in the factories.

The factories were located beside rivers because the new machines were powered by water. At the same time, factories required a large number of workers. As a result, cities grew up around the factories. The workers in the domestic system moved to the cities as well. Huge amounts of cloth were produced at a low price. The process was called mass production.

A big problem for factory owners was figuring out how to drive their machines. Sometimes steams would dry up, forcing work to stop. The solution was the steam machine. Around 1780, James Watt developed a more efficient steam engine. Now, steam could be used to power the machines and move the wheels. The new machines were made from iron and required coal to run efficiently. The demand for coal and iron increased enormously.

As we have seen, all this change started with changes in the textile industry. This industry involved everything made from cotton and wool. Soon, there were factories all over Britain, producing everything from clothing, shoes and furniture to machines and iron for railways.

Workers were paid by wages, and worked with machinery under the same roof, which meant that products could be manufactured more efficiently. At the same time it took less time and less money to produce a huge amount of cloth.

Because factories employed thousands of people, many labourers and poor farmers moved from the countryside to work in these factories. New buildings and houses were built to house these people. This led to the growth of existing towns and the creation of new cities around the factories. This process was called urbanisation. Unfortunately, due to the large amount of people searching for work, salaries were very low and the working conditions were harsh and unhealthy.

Answer the questions according to the text.

1. What were the main raw materials of the British textile industry?
2. Before the invention of the steam engine, where were factories located?
3. What was the main source of power used during the Industrial Revolution?
4. Which sectors were the first ones to industrialise?
5. Who developed the steam engine?
6. Where did factory workers come from?

Complete the table with the given words.

Cottages	Machine-made	No	Yes
Animals or men	Steam engine	More time	
Peasants	Dependent on skills	Workers paid by wages	

	Domestic system	Factory system
Location		Factories
Type of production	Handmade	
Workers		
Source of energy	Animals or men	
Time needed to produce goods		Less time
Quality of production		High quality production
Production satisfied demand		

2.2 The Transport Revolution

The agricultural and the industrial revolution led to a big increase in the movement of goods and people. The existing transport system was unable to support this increase. As a result, new ways of carrying people and goods were invented. This was called the transport revolution.

A lot of money was invested in improving transport links. Canals were built to increase transport by water. Better roads were built from firm foundations and with pavements. Still, travel was slow and expensive. Steam power seemed to be the answer. Steam ships replaced sailing ships, making travel by sea faster.

George Stephenson invented a reliable and cheap locomotive, a steam-driven wagon, which ran on a rail system. Soon, railways were being throughout Britain. This new form of transport was fast, efficient and easy to fuel. Improvements in the transport infrastructure greatly helped the growth and spread of the industrial Revolution. Transport was now fast and efficient.

Thanks to this, raw materials could be transported cheaply and quickly to the factories. The means of transportation also allowed manufacturers to transport their finished goods from factories to markets very quickly. This led to a sharp decrease in the prices of manufactured goods. More people were now able to buy textiles and other goods. At the same time, the demand for the iron and steel used to construct these new forms of transport increased. In addition, the demand for coal, the main energy source for railroads, increased, further stimulating industry.

Complete the sentences with a suitable word or phrase according to the text above.

1. The increase in the movement of _____ led to the invention of new ways of transport.
2. Although canals and better roads were built, the biggest changes came with the invention of _____.
3. Sea transport was faster, thanks to the invention of _____.
4. George Stephenson invented the _____, newest and most revolutionary means of transport.
5. The main effect of the Transport Revolution was that _____.

What were the consequences of the Transport Revolution?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2.3 The social effects of the Industrial Revolution

In 1750, 25% of the population of Great Britain lived in towns and cities. By 1850, this figure had increased to 50%. One of the push factors was the enclosure system, which forced small farmers and laborers to abandon their land and work in towns. It also caused the disintegration of the domestic system, which could not compete with the factory system, thereby forcing workers to move to the cities.

The rapid increase in the size of cities caused overcrowding. Some factory owners built houses for their workers near the factories. Many other families lived in a single room in larger houses. They did not have access to clean water. The toilets were located outdoors and were shared by the families living in the same building. There was very little sanitation. This situation led to the outbreaks and spread of diseases such as smallpox, cholera, and tuberculosis.

Parents and children were separated and forced to work to pay for their food and shelter. Parents could not afford to keep their children in school because they needed money to survive. Working conditions were harsh as well. Work in the factories was dangerous. The working day was long. A 15-hour working day was not unusual. The only day off was Sunday. Wages were low. Those who could not work due to illness or injury did not receive financial assistance. Children were widely exploited to labour.

It was with the spread of cholera, which killed both the rich and poor that the government began to worry. In 1848, the parliament passed the Public Health Act. It forced cities to install sewage pipes and improve the condition of water. Some workers organised

themselves and demanded better treatment for workers. Some artisans protested against the changes produced by the Industrial Revolution because they were leaving them without work. They attacked factories and smashed the new machines. The members of this group, known as the Luddites, were quickly arrested.

Other workers drew up a list, or chart, of the changes they wanted to take place. The so-called Chartists' demands included:

- All men should be given the right to vote.
- Members of Parliament should be paid. This would mean that poor workers could afford to run the office.
- There should be a secret ballot at elections, so that employers would not know which way the workers voted.

Although the Chartist movement did not lead to immediate changes, their demands were eventually achieved by the end of the 19th century. Middle class parliamentary radicals implemented the changes on behalf of the workers. Meanwhile, the ruling classes tried to maintain the status quo.

The working class's long struggle led to the development of new ideologies such as communism. Karl Marx observed the exploitation of the proletariat (factory workers) by the wealthy factory workers, whom he called capitalists. Marx and Engels wrote the Communist Manifesto, which outlined a theory that working-class revolutionaries should overthrow their capitalist masters.

Communists proclaimed that after seizing power through force and violence, the proletariat would then rule until a utopian state of socialistic government could be established. At the same time, some members of the Marxist movement claimed that social ownership could be achieved gradually, peaceably, and even democratically. This was called socialism.

Answer these questions

- a) Describe what the working conditions in factories were like.
 - b) Describe some steps that could have been implemented to improve the situation.
3. Stalin's Dictatorship
- Focus on vocabulary
 - Discussion: What is dictatorship? What dictatorships do you know of?
 - Describing characteristics of three dictators from history. Finding what they have in common.
 - It is difficult for us today to understand the cult of personality that surrounded Stalin. Discussion on how Stalin manipulated the mass media and how this might have had an effect on people.
 - Research: finding our own Soviet Propaganda pieces. Some ideas could be poems, lyrics to a song or a poster praising the positives of Stalin's period in power.

- What other periods are characterised by propaganda? How can this influence people and how famous historical figures used this to their advantage. Did this only happen in the past or does this still happen today?

Stalin's Dictatorship

In this chapter, you will answer:

- Who is Stalin?
- What economic changes took place in the USSR under Stalin's dictatorship?
- How did Stalin force the Soviet people to follow him?
- What are a 'system of terror' and a 'political purge'? What did Stalin use them for?

3.1 Stalin's Dictatorship

After Lenin's death in 1924, Stalin and Trotsky fought to control the Communist Party and the Soviet government.

Stalin was Secretary General of the Communist Party, which was the former Bolshevik party. He controlled the large bureaucracy which led the country. His control over this bureaucracy was crucial in helping him defeat Trotsky and take over the Soviet leadership.

After expelling Trotsky from the party in 1927, Stalin abruptly decided to implement a movement to industrialize the Communist society. Distancing himself from Trotsky's ideology of the necessity of a 'worldwide revolution', Stalin announced the possibility of constructing 'Socialism in one country'. All of the state's machinery and all of the Soviet people had to comply with this objective.

Identify whether the quotes were said by Trotsky or Stalin.

1. The main objective of the Communist party should be to spread the revolution all over the world. _____
2. The main objective of the Communist party should be to strengthen Communism and socialism within the USSR rather than trying to spread the revolution. _____
3. Now that Lenin is dead, the time has come for me to take over the Communist party.

4. As Secretary General of the Communist party, it is easier for me to get rid of my opponent. _____

3.2 The Five Year Plans and Collectivization of Agriculture.

In 1928, the Soviet economy continued to be based mostly on agriculture and farming rural areas. The Soviet Communist leaders, who were strongly influenced by Marxism, thought that industrialization was extremely important. They believed it was crucial for the survival of a regime that faced international hostility. Stalin decided to launch a campaign for a rapid industrialization through central planning.

The change in the Soviet political economy gave birth to the First Five-Year Plan (1928-1932), which was drafted and controlled by a central planning organization called the Gosplan. The plan outlined the main economic aims of the State. The highest priority was placed largely on the rapid growth of the production of capital goods, for instance coal, oil, hydroelectricity, iron, steel and machinery, and to a lesser extent, armaments.

This objective was based on one crucial step: the forced collectivization of agriculture. The Soviet government used systematic violence to get rid of private property, which they held responsible for supply problems the country was experiencing. The Soviet private agrarian sector was therefore replaced with huge state-owned farms. Farmers were forced to integrate themselves in these farms or migrate to the cities or emerging industrial centres. The forced collectivization was accompanied by a cruel repression. In addition, the breakdown of the NEP's agrarian system contributed greatly to the famine of 1933, during which millions of Soviet citizens died. The Soviet agrarian sector continued to suffer for decades from the low priority that the planners gave agricultural production and livestock farming.

Nevertheless, the growth of heavy industry and its spatial redistribution towards the east took place very rapidly. Enormous productions in units were built in order to meet the ambitious production quotas outlined by the plan. This factory was not always as economically efficient as they appeared. Much less outstanding were the results related to the durable consumer goods (housing) and other industries, such as shoes and clothing. The Soviet government favoured the rapid advance of industrialisation based on the production of the capital goods and armaments. The negative effects of this economic

growth model on the well being of the population were partially compensated by the increase in social spending in areas such as health and education.

The Second Five-Year Plan (1933-1937) established more realistic goals and allowed for spectacular economic growth. In 1935, ration books were abolished. Since 1934, the worsening of the international political climate brought about a great expansion in the armament industry.

Stalin's enforcement of rapid industrialisation could only be carried out through a harsh repression on USSR citizens. Stalin's "purges" greatly affected the Soviet economic structure. By the end of the Second Five-Year Plan, 2.7 million people were in different forced labour camps under the control of the Gulag.

Match the words with their definitions

1) Five-Year Plan	_____	a) Coupons used to control the consumption of essential items during the shortage of goods experienced in the USSR
2) First Five-Year Plan	_____	b) The waves of repression carried out by Stalin against any subject who opposed his policies
3) Gosplan	_____	c) The political institution in charge of the forced labour camps created to repress Stalin's opponents during the Great Purges
4) Collectivisation	_____	d) Huge farms which were established on lands confiscated from former private owned properties and controlled by the government
5) State-owned farms	_____	e) A set of intended actions for national economic and industrial development that encouraged industrialisation and collectivisation of agriculture through central planning
6) Ration books	_____	f) A policy that merged individual land and labour into an agricultural production cooperative in which the members and owners engaged jointly in farming activities

7) Purges	<hr/>	g) A set of intended actions and goals for national economic and industrial development that are expected to be accomplished within a period of five years
8) Gulag	<hr/>	h) A Soviet central planning organisation in charge of the development of the Five-Year Plan for the economy of USSR economy

Choose the correct statement

1. a) The Soviet government's main economic objective was to industrialise the country, focusing on the development of heavy industries and the industry of arms.
b) The Soviet government's main economic objective was to develop agricultural production and livestock farming.
2. a) To industrialise the USSR, Stalin's government created a Five-Year Plan, known as the Gosplan, which focused on collectivisation.
b) To industrialise the USSR, Stalin's government created a centralised Five-Year Plan that focused on the production of capital goods such as coal, oil, iron, steel and armaments.
3. a) To end the shortage of supplies, Stalin decided to collectivise the USSR agriculture, which meant that no private property was allowed; it was instead replaced with state-owned property.
b) To end the shortage of supplies, Stalin decided to collectivise the USSR agriculture, which meant that the government would not own any property, allowing private investors' activities.
4. a) Collectivisation forced farmers to abandon their lands and integrate themselves into huge state-owned farms.
b) Collectivisation forbade farmers to work the land and forced them to work on the new industries.
5. a) Collectivisation avoided the problem of food shortages by improving agricultural production and livestock farming.
b) Collectivisation and the lack of governmental interest in agricultural production and livestock farming led to a shortage of food. This caused the famine of 1933.

6. a) Although industrialisation was achieved, an economic growth model based on heavy industries was developed. This led to a poor development of industries associated with the production of consumer goods.
b) An industrialisation was achieved; the economic growth model developed by the Soviet government consisted of the balanced development of different types of industries.
7. a) Although Stalin's economic goals were not completely achieved, his government did manage to increase the social spending in order to improve their subject's wellbeing.
b) Because Stalin's economic goals were not completely achieved, his government reduced the social spending, thus producing negative effects on USSR citizen's wellbeing.
8. a) Stalin's policies were developed through purges or repressions in which only political opponents and spies were sent to forced labour camps.
b) Stalin's policies were developed through purges or repressions. These not only consisted of killing any opponent but also called for sending them to forced labour camps.

3.3 Stalinism: A totalitarian Dictatorship

Stalin could never have carried out an economic program with such terrible social costs without maintaining a firm grip over society and the Soviet state. From the start, his policies were based on the application of a generalised system of terror against both his real and supposed enemies. The 'Trotskyites' (followers of Trotsky), the farmers against collectivisation, the supporters of the NEP, and ultimately any 'socially dangerous' people, were all thoroughly persecuted.

One specific and important characteristic of Stalinism was the use of repression within the Communist party itself. The party became a completely passive group in the hands of the dictator through a series of 'purges' that ended any opposition to the leader.

The power of the USSR resided in the Communist party. This party was organised from the top down, in a hierarchical way. The whole party fell under the absolute authority of Stalin, who acted as the Secretary General. Stalin was able to completely centralise the power of the government in his own hands. He did this by maintaining a system of terror

over the organisation of the party. The ‘Great Purges’, also known as the ‘Moscow Trials’, began in 1934 with the assassination of Sergei Kirov, the leader of the Leningrad party and one of Stalin’s confidants. In the years that followed, a wave of terror overtook the USSR.

The world was astonished by the spectacle of a series of show trials in which the verdicts were predetermined and many older Bolshevik leaders confessed to counter-revolutionary crimes. After being drugged, tortured, and intimidated, old Bolshevik leaders confessed that they had been conspiring for years against the revolution.

In 1939, 70% of the members of the party had been purged. Among the armed forces 90% of the generals were executed or deported to Gulag camps. To secure his power, Stalin destroyed a large part of the party’s leadership, the civil administration and the army, weakening the country in many important ways. The purges reached their climax with the assassination of Trotsky in Mexico in 1940.

The repression affected more than just party members. Soviet society as a whole suffered the consequences of the dictatorship. The year 1937 became a symbol of the Stalinist system of terror and stands out in the minds of many Soviets as an example of the magnitude of the repression. In the 1937 to 1938 purges, more than 1700000 civilians were arrested for their supposed political leanings. The number of people who were ‘purged’ from their posts exceeded two million. It is estimated that more than 700000 Soviets were executed. A result of the concentration of the power in the hands of Stalin was the ‘cult of personality’ that was established in the USSR. Whilst this terror was going on, the figure of Stalin was constantly praised by all classes of Soviet society.

Are these states True or False?

1. _____ Stalin was the General Secretary of the Communist Party of the Soviet Union.
2. _____ through his system of terror, Stalin tried to purge the Communist Party of political leaders that did not agree with the policies.
3. _____ the Great Purges affected only political figures from the Communist Party.
4. _____ Stalin needed to control the Communist Party in order to obtain absolute power within the USSR.

5. _____by purging the Party, the administration and the army, Stalin strengthen the country in many ways.
6. _____all convicts tried in the Moscow Trials had been conspiring against the Soviet Revolution for years.
7. _____not only the Great Purges, but also the cult of personality, wiped out any opposition against Stalin.

3.4 A Society shaped by terror

The Soviet society of the 1930's was shaped by the intense and urgent desire to fulfil the State's economic goals and Communist ideology. The population remained predominantly rural. Farmers endured difficult conditions (only 10% of the collective farms had electricity) and after the disastrous collectivisation, they had to endure pressure from government agents to dedicate more effort to cultivating lands.

In the cities, the emerging working class suffered the consequences of political planning and forced industrialisation. To fulfil the goals of the Five Year Plans, they had to endure difficult working conditions. Many Soviet workers worked eight hours a day, seven days a week. Although the Constitution of 1936 claimed that the USSR was a classless society, the reality was an altogether different story and there was a social hierarchy in the Communist USSR. Above the working classes was the Communist party's bureaucracy. Comprised of about 14 million people, the Communists monopolised the management of the state and the economy. This new social class received salaries between four and 20 times that received by workers, and they were given a number of different privileges. For example, they were given supplementary food rations larger than those of the rest of the Soviet citizens. The bureaucracy enjoyed these privileges in exchange for their complete submission to Stalin. The purges of 1930s proved that nobody was free of suspicion and everyone was at the mercy of the tools of repression.

The society that emerged from Stalinism returned to the traditional social values of hierarchy and authority. In the compulsory schools, which were public and free, respect for teachers was highly emphasised. Within the family, parents had supreme authority. In the army, notions of hierarchy, obedience, and discipline were praised.

The difficult social conditions and advances in rights for women in the 1920s led to a sharp decline in the birth rate. Stalin reacted by putting an end to the permissive legislation of the

1920s and returning to the traditional family model. The family once again became the key social unit that was responsible for inculcating ideas of discipline and hard work in its children.

Finally, the initial spirit of the revolutionary internationalism was replaced by Russian patriotism. In particular, the army stopped being considered an instrument of revolution and instead became a defender of the motherland and the Soviet regime.

Fill in the missing gaps in the following passage using the words in the box below.

Economic	Submission	Submission	Workers	Patriotism
Bureaucracy	Loyalty	Collectivization	Controlling	Class-less
Traditional family	salaries	purges		

The Soviet social organisation focused on achieving Stalin's _____ goals and the fulfilment of Communist aims. Thus, a _____ society was established even though, in the end, a group formed by the Communists' party _____ occupied the highest social positions. This group, in exchange for their _____ to Stalin received better _____, better homes, better goods and different privileges while the farmers had to suffer the negative effects of _____, suffering from hunger and harsh working conditions. At the same time, the _____ in the factories were forced to work 8 hours a day 7 days a week.

In order to fulfil the goals of his Communist ideology, Stalin focused on _____ society. The _____ insured that the population's _____, their loyalty and their adherence to the traditional values of authority, discipline and respect were imposed. Stalin believed that this would insure future's generations' _____. The _____ model was adopted to maintain the birth rate, and it became more difficult to obtain a divorce.

Stalin fostered Russian _____ thus abandoning the idea of spreading the Communist revolution on an international scale. His main aim was to strengthen his power in the USSR before acquiring more territories.

4. Origins of the European Union

- Focus on vocabulary
- What do you know about the European Union today? What are its biggest challenges? What do you think will happen to EU in the future?
- Why do you think the European States decided to join the European Union was the decision useful in creating a stronger and more peaceful Europe.

Origins of the European Union

In this chapter you will answer,

- What is the European Union?
- Why was the European Union created? What was its main objective?
- What events between 1919 and 1957 led to the foundation of the European Union?
- Which European countries were involved in the process of the unification from the very beginning?
- Which countries does the current European Union include?

4.1 The Inter-War Period

For the majority of the Europeans, the First World War meant the beginning of the end of European civilization. A minority, however, drew the conclusion that Europe's capacity to react to war depended on its ability to overcome the aggressive nationalism that had dragged the continent into the 1914-1918 catastrophes. The only way to overcome nationalism was to work towards a common goal of a united and peaceful Europe.

In 1923, the Austrian Count Coudenhove Kalergi founded the Pan-European Movement. He managed to bring together diverse political figures at the First Pan-European Congress, held in Vienna in 1926. Coudenhove Kalergi wrote a manifesto, Pan-Europa, in 1923:

“Europe as a political concept does not exist. This part of the world includes nations and states installed in the chaos, in a barrel of gunpowder of international conflicts, in a field of future conflicts. This is the European question: the mutual hate of the Europeans that poisons the atmosphere. (...) The European Question will only be solved by means of the union of Europe's nations. (...) The biggest obstacle to the

accomplishment of the United States of Europe is the one thousand years old rivalry between the two most populated nations of Pan-Europe Germany and France...”

The Pan-European movement passed through its golden age in the second half of the 1920s. After several years of tension due to the implementation of the peace treaties signed in 1919, international relations in Europe improved.

In 1929, the French Prime Minister Aristide Briand gave a speech before the Assembly of the League of Nations. In it he formulated the idea of a federation of European nations based on solidarity, the pursuit of economic prosperity, and political and social cooperation. The speech was greatly welcomed by the German government. Many economists, among them John Maynard Keynes, applauded Briand's viewpoints.

“I believe that a sort of federal bond should exist between the nations geographically gathered as Europe countries; these nations should, at any moment, have the possibility of establishing contact, of discussing their interests, of adopting common resolutions, of creating amongst themselves a bond of solidarity that allows them, on suitable occasions, to face up to serious circumstances, in case they arise. (...) Evidently, the association will take place mainly in the economic domain: this is the most pressing question...”

*Speech made by Aristide Briand in the presence of the League of Nations
General Assembly at Geneva, September 5th, 1929*

The League of Nations asked Briand to present a detailed project. The French politician submitted a document on the organisation of a European Federal Union in 1930. It was too late. The economic depression had begun to sweep away the concept of solidarity and cooperation among European governments. Those who continued to support the idea of a European union, such as the French politician Edouard Herriot, who published *The United States of Europe* in 1931, were in the minority.

Adolf Hitler's rise to the post of the German chancellery in 1933 represented the definitive end of European harmony and the rebirth of nationalism in its worst form. Europe, along with the rest of the world, was heading towards a new catastrophe- the Second World War.

Link the terms below these terms with their correct definition

- | | | |
|-----------------------------|-------|--|
| 1. Inter-War Period: | _____ | a) An ideology and political movement that states that people who belong to the same ethnic group or share the same customs, language, or culture form the nation |
| 2. Nationalism: | _____ | b) The period between the end of the First World War and the beginning of the Second World War. It was marked by a radical change with an attempt to bring stability and maintain world security with the League of Nations. This idea was undermined with several crises that led to the Second World War |
| 3. Count Coudenhove-Kalergi | _____ | c) The global military conflict between the Allies (mostly France, the United States of America, Greece, etc) and the Axis (mostly Germany, Italy, Japan) that took place between 1939 and 1945. |
| 4. First World War | _____ | d) An Austrian politician who sought the creation of a unified European State and founded the Pan European Movement. |
| 5. Second World War: | _____ | e) The global and military conflict between the Triple Entente (Russia, the United Kingdom, France, the United States) and the Triple Alliance (Germany, Italy, Japan) that took place between 1914-1918. |
| 6. Pan-European Movement: | _____ | f) An organisation that promoted the creation of a unified European State. It was created by Count Coudenhove-Kalergi |
| 7. Aristide Briand | _____ | g) An international organisation that was founded after the First World War to prevent war through collective security, negotiation, and diplomacy between nations |
| 8. Federation: | _____ | h) The worldwide economic downturn that started in 1929 in the United States. It caused a plunge in international trade, increased unemployment rates and made prices fall, affecting most of the economies in the world throughout the 1930s. |
| 9. Economic depression | _____ | i) The French Prime Minister who tried to avoid war as a means for international relations and proposed the creation of European Union based on cooperation between European States. |

10. League of Nations: _____ j) A type of sovereign state that consists of the union of nations or states under a central government.

Choose the correct option.

1. Between 1914 and 1918, the _____ devastated the European continent.
 - a) Second World War
 - b) Cold War
 - c) First World War

2. To avoid a new conflict, the _____, started by Count Coudenhove Kalgeri, sought the creation of a unified European State.
 - a) European Union Movement
 - b) Pan-European Movement

3. According to Count Coudenhove-Kalgeri, the most important obstacle to the creation of a unified European State was the _____.
 - a) Existence of thousands years of old rivalry between some European nations
 - b) Existence of thousands years of old rivalry between Europe and the United States.

4. The golden age of the Pan-European Movement took place during the _____, as Europeans were tired of the war and relations between European nations had improved after the tensions of the Treaties signed in 1919.
 - a) First World War
 - b) Inter-War Period
 - c) Second World War

5. The unification of European States progressed because the _____ governments supported Aristide Briand's idea of creating a federation of European nations.
 - a) Spanish and German
 - b) English, French and German
 - c) French and German

6. The French Prime Minister Aristide Briand, in his attempt to eliminate the use of war in international relations, proposed the creation of a federation of European nations based on _____ cooperation.
 - a) Economic, political and social
 - b) Economic, political and military

7. The Pan-European Movement failed because of the _____ which led to the Second World War.
 - a) Increasing economic and the rebirth of nationalism in Germany
 - b) Death of Aristide Briand and the rise of Hitler
 - c) Increasing economic depression and the rise of Hitler in Italy

4.2 After the Second World War

The Second World War (1939-1945) and the nationalist rivalry that followed had divided Europe and its citizens. It became more evident that Europe needed some type of integration plan that would promote a new way of reordering the political map.

There were three main reasons for the new orientation towards European Integration:

- The Europeans' awareness of their own weakness. The Second World War marked the definitive end of the traditional European hegemony over the world. The two new superpowers, the United States and the Soviet Union, had superior economic, political, and military power to that of the heterogeneous group of European States.
- The belief that European countries had to, at all costs, avoid a return to confrontation between European states. The two world wars had started as European "civil wars," and the continent had been the main battlefield for both of them. This belief, essentially born from a new period of friendship and collaboration between France and Germany, was based on a good view of the United States. European unity was the way towards guaranteeing peace.
- The hope of creating a freer, more just, and prosperous continent in which international relations developed in a peaceful manner was spreading across Europe.

Unlike in 1918, the United States took responsibility as the main world power and intervened in European affairs. Its actions in Europe were directed towards stopping Soviet expansion, and for that they needed a Western Europe that was rich and united. The American stance helped European politicians take concrete steps towards initiating the process of unifying Europe. The French Minister of Foreign Affairs, Robert Schuman, took the first key measure. On May 9, 1950, he proposed a plan, designed by Jean Monnet, to integrate and manage the French-German production of coal and steel. This method of integrating the economy attempted to develop positive relations between France and Germany, definitively dispelling the prospect of war in Europe.

The Schuman declaration led to the signing of the Treaty of Paris in 1951. The treaty of Paris gave birth to the European Coal and Steel Community, the ECSC. The common High Authority of the ECSC came to be presided over by Jean Monnet. At this first European

meeting, the following six countries came together: France, Germany, Italy, Belgium, the Netherlands, and Luxembourg. This group of nations is referred to as “The Six”.

On 25 March 1957, “The Six” took a definitive step and signed the Treaties of Rome, which created the European Economic Community (EEC). The preamble of the EEC stated the signing states were ‘determined to lay foundations of an ever closer union among the peoples Europe’. With this, the political objective of the progressive integration of different member countries was affirmed. Departing from the long term-goal, the recently created EEC was based on two pillars: the construction of a customs union and the establishment of a common agricultural policy.

The Treaty of Rome signified the triumph of the ‘functionalists’ ideals of Jean Monnet. Because it was initially impossible for the main European countries to agree on a political union, Monnet opted to search for an integration process that would gradually take place within several economic sectors. They would simultaneously create national institutions in which the States gradually handed over responsibility for economic, administrative, and ultimately, political matters to the Community.

Using the information in this chapter, decide if the following statements are True or False.

1. _____ After the Second World War, European countries were exhausted.
2. _____ European countries wanted to get back their hegemony over the world.
3. _____ The USSR wanted a unified Europe to share its leading role over the world.
4. _____ Germany and France did not want to be involved in the new War.
5. _____ The USA wanted a strong Europe to stop the Soviet expansion.
6. _____ European countries wanted unification to be strong enough to begin a new world war.
7. _____ Europeans were ready for collaborations with the intention of creating a more prosperous continent and eliminating war in international relations.

Fill in the blanks in the following passage using the words in the box.

European Economic Community	Schuman	European Coal and Steel Community	Belgium
Coal	Schuman	Custom barriers	Second World War
Social	Italy	Political	Cold
Union	common	Steel	Peace

After the _____, the Allied powers opted for the division of Germany. The Western zone, protected by Great Britain, the United States and France, constituted the Federal Republic of Germany and the Soviet zone constituted the Democratic Republic of Germany. The division showed the rest of the world the reality of the _____ War: the bipolar division of the world between the new superpower, the USA and the USSR.

Many Europeans were worried that these events would lead to the resurgence of a strong West Germany that might once again threaten the _____ in Europe. European countries were devastated and exhausted and longed for peace. In May 1950, the French Minister of Foreign Affairs, Robert _____ proposed a plan to preserve security by integrating and managing the French-German production of _____ and _____. He thought that linking the two biggest countries of Europe by economic bonds would lead to collaboration and peace. The _____ Plan was greatly welcomed by the German government. Other countries, as well, realized that the Plan would bring economic advantage to its members. In 1951, France, Germany, _____, the Netherlands, _____ and Luxemburg signed the Treaty of Paris, establishing a _____(ECSC), while other countries refused to take part in it. The ECSC gave birth to a _____ market in coal, iron ore, scrap metals, and most steels between The Six. These countries took advantage of the situation and their economies grew. Soon, they wanted to extend the economic integration to other products in order to establish a common agricultural policy and set up a common market. _____ were abolished between The Six. In March 1957, they signed the Treaties of Rome, which created the _____(EEC). Not only was the economic integration achieved, but a political objective was also established, the creation of national institutions in which

the states would gradually hand over responsibility for economic, administrative, _____ and _____ matters to the Community.

The European Economic Community was soon known as the European _____ and other countries wanted to join it. As time passed, this created a larger and stronger Community which could be seen a new superpower in the world with the USA and the USSR.