



# Modern History

## Student Workbook

---

Student name: \_\_\_\_\_



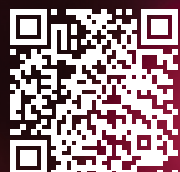


WESTERN SYDNEY  
UNIVERSITY



# *STUDY AT* WESTERN

EXPLORE OUR *PROGRAMS*



# DIFFERENT WAYS TO GET INTO UNI

Just because you don't fit the usual entry-mould for uni doesn't mean you can't get in. Maybe you didn't get the ATAR you wanted. Maybe you don't have an ATAR at all. Maybe there were things happening in your life that got in the way of your study.

At Western, there are various pathways into your dream degree. Pathways include:

- Aboriginal and Torres Strait Islander Entry Program
- Schools Recommendation Scheme
- TAFE/Tertiary Education Pathways
- Rural Entry Admission Scheme
- Portfolio and Audition Pathways

[westernsydney.edu.au/applicationpathways](https://westernsydney.edu.au/applicationpathways)



## SCHOLARSHIPS

Each year, Western offers \$20 million in scholarships for a range of University, government and donor-funded opportunities.

There are over 100 scholarships across a variety of categories:

- Indigenous Scholarships: Dedicated to providing opportunities for Indigenous Australians
- High Potential Scholarships: Recognising excellence, engaged leaders, elite athletes and Western program participants
- Equity Scholarships: To assist students who have experienced disadvantages
- Humanitarian Scholarships: Enabling refugees and asylum seekers to achieve their dreams

[westernsydney.edu.au/scholarships](https://westernsydney.edu.au/scholarships)

## HSC TRUE REWARD

### WESTERN'S EARLY OFFER PROGRAM FOR YEAR 12 STUDENTS

Our HSC True Reward program provides an early offer based on your Year 11 or Year 12 subject results relevant to your dream degree, rather than a scaled ATAR.

Apply now to be considered for our upcoming offer rounds.

[westernsydney.edu.au/truereward](https://westernsydney.edu.au/truereward)

## NEED A BOOST?

See if you're eligible for adjustment factors or special consideration when you apply through UAC.

Receive up to ten adjustment factors, or points added to your ATAR

[westernsydney.edu.au/adjustmentfactors](https://westernsydney.edu.au/adjustmentfactors)



## The College

### YOUR PATHWAY TO WESTERN.

Kick-start your uni journey with confidence, with smaller class sizes and personalised support.

Our Diploma courses provide a springboard to diverse career options or your pathway into the second year of a Bachelor degree at Western.

[westernsydney.edu.au/thecollege](https://westernsydney.edu.au/thecollege)



## The Academy

### FUTURE THINKING. UNLIMITED POSSIBILITIES.

The Academy is a co-curricular program for students who want to learn, grow and transform as leaders and changemakers. Join our community of leaders by applying for membership to The Academy or enrolling in the Bachelor of Creative Leadership.

[westernsydney.edu.au/theacademy](https://westernsydney.edu.au/theacademy)

# LOVE THESE SUBJECTS? SEE WHERE THEY CAN TAKE YOU! FIND YOUR PATH FROM HSC TO UNIVERSITY.

## YOU LOVE ENGLISH? *WHY NOT STUDY:*

- B Communication
- B Screen Media (Arts and Production)
- B Education (Primary)
- B Education (Secondary)
- B Arts
- B Arts (Interpreting and Translation)
- B Laws
- B Performing Arts (Acting)
- B Music
- B Design (Visual Communication)
- B Music
- B International Studies

## YOU LOVE STUDIES OF RELIGION? *WHY NOT STUDY:*

- B Arts
- B Social Science
- B Education (Primary)
- B Education (Secondary)

## YOU LOVE HISTORY? *WHY NOT STUDY:*

- B Arts
- B International Studies
- B Social Science
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Planning (Pathway to M Urban Management and Planning)

## YOU LOVE VISUAL ARTS? *WHY NOT STUDY:*

- B Architectural Design
- B of Design
- B of Design and Technology
- B of Industrial Design (Honours)

## YOU LOVE BUSINESS STUDIES? *WHY NOT STUDY:*

- B Business
- B Accounting
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Construction Management (Honours)

## YOU LOVE LEGAL STUDIES? *WHY NOT STUDY:*

- B Criminology
- B Criminal and Community Justice
- B Cyber Security and Behaviour
- B Policing
- B Laws
- B Social Science
- B Humanitarian and Development Studies
- B Education (Primary)
- B Education (Secondary)
- B Construction Management (Honours)
- B Social Work
- B Youth Work

## YOU LOVE COMMUNITY AND FAMILY STUDIES STUDIES? *WHY NOT STUDY:*

- B Arts
- B Criminology
- B Nursing
- B Midwifery
- B Psychology (Honours)
- B Psychological and Social Sciences
- B Social Science
- B Youth Work
- B Social Work
- B Humanitarian and Development Studies
- B Education (Early Childhood)
- B Education (Primary)
- B Education (Secondary)

## YOU LOVE PHYSICS? *WHY NOT STUDY:*

- B Science
- B Education (Primary)
- B Education (Secondary)
- B Engineering
- B Architectural Design
- B Industrial Design (Honours)
- B Design and Technology

## YOU LOVE CHEMISTRY? *WHY NOT STUDY:*

- B Science
- B Medical Science
- B Education (Primary)
- B Education (Secondary)

## YOU LOVE HEALTH AND MOVEMENT SCIENCE? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Exercise Physiology
- B Exercise Science
- B Sport and Performance Science
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Traditional Chinese Medicine
- B Nursing
- B Midwifery
- B Education (Primary)

## YOU LOVE MATHEMATICS? *WHY NOT STUDY:*

- B Computer Science
- B Data Science
- B Information and Communication Technology
- B Information Systems
- B Mathematics
- B Engineering
- B Education (Primary)
- B Education (Secondary)
- B Planning (Pathway to M Urban Management and Planning)
- B Accounting

## YOU LOVE BIOLOGY? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Sport and Performance Science
- B Traditional Chinese Medicine
- B Science
- B Medical Science
- B Nursing
- B Midwifery
- B Education (Primary)
- B Education (Secondary)
- B Clinical Science/Doctor of Medicine

*At Western, we have a wealth of support services to help you navigate your university journey:*

- Programs to help you settle into uni life as well as your studies
- Student Welfare Service
- Counselling and mental health and wellbeing services
- Disability services

- Members of the ADF – Student Veteran Program
  - Elite athletes and performers support
- [westernsydney.edu.au/support](https://westernsydney.edu.au/support)

## Power and Authority in the Modern World 1919-1946

Analyses and interprets different types of sources for evidence to support an historical account or argument.

The NESA 'Sample Exam' has indicated that there will be a series of Source based questions.

**Survey** - An overview of the peace treaties which ended World War I and their consequences

### **The rise of dictatorships after World War I**

The conditions that enabled dictators to rise to power in the interwar period

An overview of the features of the dictatorships that emerged in Russia, Italy, Japan

### **The Nazi regime to 1939**

### **The search for peace and security in the world**

.....

### **Time line**

Japan - the military had played an important part in Japanese political life since the 1860s

1878 – The Imperial Japanese Army General Staff was established, both it and the later Naval General Staff were independent from civilian political control.

1917 – the Bolsheviks (later known as the Communists) took power in Russia

March 23, 1919 - Benito Mussolini founded the Fascist party in Italy

1922 – Mussolini took power in Italy and established a Fascist dictatorship that ended democratic government.

1922 Russia officially became the Union of Soviet Socialist Republics (USSR)

1924 – Joseph Stalin became head of the Communist Party in the Soviet Union

1929 – the Great Depression created massive unemployment and economic hardship in Japan, Italy and Germany creating conditions that encouraged the dictators.

1929 – A 'Cult of Personality' began in Russia establishing Stalin's authority to hold power.

1930 – a number of political moderates were assassinated in Japan by ultra nationalist/militarist groups.

1936 -1938 – Stalin staged purges with the murder and arrest of many of his potential political rivals.

January 30, 1933 - Adolf Hitler became Chancellor of Germany. He would turn Germany into a Nazi Party dictatorship

February 1933 – Japan left the League of Nations

1936 – Germany and Japan form an alliance known as the Anti-Comintern Pact.

1937 – Italy and Spain joined Germany and Japan and became known as the Axis Powers.

October 1941 - General Hideki Tojo became Prime Minister of Japan

## Understanding the Concepts of Power and Authority

These concepts need to be embedded in your study and understanding of each of the topics and events that are part of the Core Study.

**Power:** The basis of political power are the elements of **fear and reward**.

Dictatorships like Fascist Italy, Nazi Germany, Stalinist Russia and the militarists in the Japan held power because they had almost complete control of coercive force. The power to punish those who did not obey. These dictatorships are synonymous with the ideas of fear and terror. The role of reward however, cannot be neglected.

Rewards could be higher wages, better housing or status. Even Nazi Germany under Adolf Hitler (1933-1945) and Communist Russia under Joseph Stalin (1924-1953) commanded obedience, in part through reward.

**Authority:** Authority justifies the use of power. Power gives meaning to authority and can encourage people to accept it. In Hitler's Germany authority rested with Adolf Hitler. He claimed that this authority came from the Volk, the ethnic German people. In Russia under Stalin, authority came from the Communist Party that claimed to represent Communist ideology. In Italy the Fascist dictator Benito Mussolini tried to link his authority to the glories of Ancient Rome. In Japan authority was based on loyalty to the Emperor but the Generals exercised power in his name.

## Peace Treaties that ended World War 1 and their consequences

It is almost impossible to understand the world today or the history of much of the twentieth and twenty-first centuries without an understanding of the Paris Peace Conference.

The general mood in Paris at the start of the Conference was influenced by two emotions:

1. The first was to prevent a repeat of the disaster in the form of another major war.
2. The second was to justify the vast costs in lives and money that had been paid during the war.

Even though the Treaty of Versailles, the treaty that made the peace with Germany at the end of World War 1 is the most famous and perhaps the most important treaty signed during the Paris Peace Conference, it was not the only one. There were in fact four other treaties that made up the peace settlements:

1. The Treaty of Trianon with Hungary
2. The Treaty of Neuilly with Bulgaria
3. The Treaty of Saint Germain with Austria
4. The Treaty of Sevres with Turkey

### **The Treaty of Versailles**

As noted above, the most famous of the treaties signed as part of the Paris Peace Conference was the peace with Germany, known as the Treaty of Versailles. It included many of the harsh conditions that Clemenceau had wanted:

- Germany lost its overseas colonies
- Lost territory in Europe to new neighbours
- Had a vastly reduced military
- Had to pay reparations
- Accept responsibility for causing the war. As set out in Article 231, the 'War Guilt Clause'.

In terms of the decades between the two World Wars the most important consequences of the Treaty of Versailles were:

1. The failure of the US to ratify the treaty. This meant that the US did not become a member of the League Nations.
2. The resentment towards Versailles in Germany that was inspired and exploited by conservative groups, including the Nazis.
3. The domestic political preoccupations of the democracies (Britain & France) associated with the Great Depression that shifted their focus away from the emerging threats to world peace posed by the dictatorships.

### **The Myth of the 'Stab in the back'**

The 'stab in the back' was one of the most influential myths to emerge in twentieth century history. Like all powerful myths, this one was not pure fiction. It had elements of truth:

- The German claim that the Treaty of Versailles was a *diktat* a treaty simply dictated to the German delegates was in part true.
- The Allied armies did not occupy Germany after November 1918; therefore, few Germans saw Allied armies marching into Germany as victors.

### **Conclusion – a review of the themes of power and authority**

- The victors at the Paris Peace Conference maintained that their **authority** for exercising the power to impose the terms of the peace after World War 1 came from their victory.
- President Woodrow Wilson of the United States repeatedly asserted a moral authority for the creation of the League of Nations.
- The French leader Georges Clemenceau spoke of the millions of French dead and the enormous damage done to France by a war fought largely on French soil as the basis of his authority at the Conference.

**In terms of power** – the power of the 'Big Four' was already in decline by the time they arrived for the Conference in 1919. The armies that had won the war were going home and returning to civilian life. Therefore, the power of the 'Big Four' to assert their power was weaker in 1919 than it had been when their armies were at full strength in November 1918.

## **The Rise of the dictatorships after World War 1**

Germany, Italy and Japan were all, for different reasons, dissatisfied when they left the Paris Peace Conference. There were however, specific local, national, social, economic and cultural factors that led to the rise of the dictatorships.

**The dictatorships need to be seen as *sui generis* – a Latin word meaning unique**

It is wrong to view the dictatorships in Italy, Russia, Germany and Japan as somehow the same.

The factors that led to Stalin's dictatorship were different from Italy under Benito Mussolini or the rise of Adolf Hitler in Germany. The historical factors creating each of the European dictatorships were also different from the cultural heritage that saw Hideki Tojo become the leader of a military dictatorship in Japan.

During the interwar period Europe displayed the scars of the Great War and suffered the wounds of the Great Depression. After the War world manufacturing took a down turn. In 1920 global manufacturing was 7% below what it had been before the War in 1914. The figures were even worse for Germany, France, Belgium and most of Eastern Europe where their manufacturing was 30% below what it had been in 1914.

This was followed by the Great Depression in 1929. Historian Paul Kennedy claimed that given *"the severity of this worldwide depression and the massive unemployment caused by it, there was no way international politics could escape from its dire effects."* In 1928 the value of European trade had been \$58 billion but by 1935 it had dropped to less than half that figure at \$20.6 billion.

As with any period of economic instability, people began to question existing institutions, especially the fragile liberal democracies in Germany, Italy and Japan. Uncertainty and change have always proved fertile ground for extremists with radical solutions to everyday problems.

### **Russia and Joseph Stalin (1878-1953)**

The situation in Russia in the interwar period was different from other European countries. Compared to Western Europe, Russia was socially and economically backward. Russia had suffered from the scars of World War 1 but because of its economic isolation, did not suffer the same kinds of wounds from the Great Depression as the other European powers.

The key aspects of Russian history that dominated the interwar period were:

1. The impact of the political revolution that ended the autocracy of the Tsar
2. The consequences of the seizure of power by the Bolshevik (later known as the Communist) Party
3. The rise of Stalin's dictatorship
4. The rapid transformation of the Russian economy and social structure through rapid industrialisation and collectivisation of all land under government control.

The Stalinist regime and Hitler's dictatorship prompted the great sociologist Hannah Arendt to group them together in her famous book *The Origins of Totalitarianism*. Arendt and other sociologists and political scientists wrote about both Stalin and Hitler as 'totalitarian' dictators. This approach is no longer seen as useful by twenty-first century historians, who prefer to study them as distinct phenomena.

When Stalin came to power he based his **authority** on two things:

1. He claimed to be Lenin's chosen successor and a loyal servant of the Communist Party.
2. Stalin claimed to be the new prophet of Marxist (Communist) ideology.

Stalin transformed the Soviet Union and society far more than either Hitler, Mussolini or Tojo in Germany, Italy or Japan. This transformation began shortly after Stalin came to power.

### **Fear and Reward under Stalin**

Both fear and reward were used by Stalin. One of the key reasons for Stalin's success in the power struggle against Trotsky that followed Lenin's death was Stalin's ability to provide rewards. These rewards for party officials loyal to Stalin continued and became institutionalised. In other words, patronage and these rewards became part of the way the Stalinist government operated.

Fear was also a key element of Stalinism. Stalin had a ruthless approach to eliminating opponents. The infamous 'purges' especially the mass purges of 1937 and 1938 are synonymous with Stalinism.

Stalin did modernise the Soviet Union and transform society. He helped transform a backward society into a global superpower, but it all came at a huge cost in human life.

### **Italy and Benito Mussolini (1883-1945)**

In the late 1920s and early 1930s some left-wing historians and political scientists began to classify Italian Fascism and Nazism in Germany in similar terms. They were described as conservative, anti-communist responses to capitalism in crisis. Although there was

some truth in these broad generalisations, this view was quickly challenged and few, if any, historians today find it useful to group Fascism and Nazism together in this way. Italian Fascism needs to be studied on its own terms.

Democracy failed in Italy because it had not been able to establish deep roots in Italian society.

The rapid rise of the Italian Fascist party was due to:

1. A cultural sympathy with authoritarian values and a distrust of democracy.
2. Disappointment that Italy did not get all that it had been promised and hoped for at the Paris Peace Conference.
3. Economic recession and high unemployment.
4. Growing class conflict and fears of communism.
5. The positive image and vision presented to the Italian people by Mussolini and the Fascists, who claimed to offer an alternative middle way to liberal democracy on one side and communism on the other.
6. An acceptance of the Fascists by the Catholic Church.

Once in power Mussolini made changes to the voting system in 1923 that helped to give the Fascists control of the Council of Deputies (the Italian parliament). In these early years Mussolini was criticised for his willingness to compromise. Criticism that he was not dictatorial enough prompted the 'second wave of Fascism' in 1925-26 where executive power was increased. During this phase individual freedom and freedom of the press came under attack. Mussolini's Fascist state, however, retained many of the outward signs of the brief period of post war Italian democracy.

### **Japan –the Militarists**

Hideki Tojo (1884 -1948) became Prime Minister of Japan in October 1941 just before the Japanese attack on Pearl Harbor that brought the United States in to World War 2. Although Tojo was not a dictator in October 1941 he did become a dictator in the following months.

Each of the dictatorships that emerged after World War 1 was, as noted earlier, unique, but Tojo's dictatorship in Japan offers a greater contrast in terms of the relationships of power and authority than any of the others.

Stalin's dictatorship, Mussolini's dictatorship and Hitler's dictatorship were dominated by a single charismatic leader. A 'cult of personality' became associated with each of the European dictators and this became an aspect of their authority. This was not the case with Tojo. The Imperial Japanese Army had taken political power in Japan in 1937. Tojo rose steadily through the ranks of the army and even at the height of his personal power

he was at best 'the first among equals', part of a military oligarchy. That meant that power was exercised by a small powerful group of senior generals.

### **The foundations of Hediki Tojo's power**

1. Tojo was just one of a high-ranking group of Army officers. It was only in 1943 that he attempted to increase his personal power.
2. Tojo was therefore a member of a junta that included Tojo and Generals Count Hisaichi Terauchi, Akira Muto and General Hajime Sugiyama.
3. Another foundation for Tojo's power was the distrust that the Emperor had for the Army. The Emperor Hirohito backed Tojo because he hoped that Tojo would control the Army.
4. After the war began Tojo, as Prime Minister controlled the Japanese budget. He therefore had a major influence on the long-term direction of the war.

## The Nazi regime to 1939

The First World War had a significant impact on Germany. It brought about the collapse of the Hohenzollern monarchy and its replacement by a democratic system, which, after early difficulties, seemed to flourish before becoming a casualty of the Great Depression.

The war's legacy allowed Adolf Hitler to rise from obscurity to overthrow the short-lived Weimar Republic, impose a dictatorship, and pursue a foreign policy that, in the name of righting the wrongs of the Versailles settlement, plunged the world into another war.

The Nazi program that emerged in the 1920s called for:

- Strong leadership from a central government
- Abolition of the Treaty of Versailles
- Unification of all Germans in a greater Germany
- Anti-capitalist measures such as land reform and profit-sharing;
- Abolition of unearned income, for example, inheritances
- Introduction of welfare provisions such as pensions for the aged
- Creation of a healthy middle class (*Mittelstand*)
- Anti-Semitic views, declaring that no Jew could be a member of the German racial community

### Why did the Nazis gain popularity?

According to Martin Broszat, the great German historian and Ian Kershaw the goal of a 'national community' (*Volksgemeinschaft*) was the most effective element of National Socialist propaganda, because it appeared as a dynamic contrast to the 'tired' old parties of the republic.

Some historians suggested that the lower middle class provided the bulk of Hitler's support because they had suffered most from hyperinflation and the Great Depression, however, Professor Eberhard Kolb has argued that recent analysis of the social background of NSDAP voters offers different insights into the groups that were attracted to Hitler. While acknowledging middle class support, Kolb argued that support for the Nazis came from all sections of the population, to the extent that it did deserve the name of a 'people's party'.

## **The collapse of the Weimar Republic**

Powerful groups like big business, the army, large landowners and leading civil servants never accepted the Weimar democracy. The Depression, allowed them to openly express their opposition. While it is true to say that the Depression provided the opportunity for the Nazis, it was not, in the narrow economic sense, the sole cause or the main cause of their rise to power. Richard Evans argued that two factors influenced the collapse of the Weimar Republic and the rise of the Nazi Party:

1. Germany's historical and cultural traditions dating back to Bismarck and German Unification.
2. The particular economic circumstances facing Germany in the 1920s and 30s.

According to Eberhard Kolb, it was not inevitable that Hitler become Chancellor of Germany in 1933. What the Depression did was encourage President Hindenburg, the World War 1 Commander-in-Chief of the German Army and a symbol of nationalist and militarist values, to be more directly involved in government using his powers under Article 48 of the constitution. The result was authoritarian rule. This created an anti-democratic that helped Hitler become Chancellor.

## **The consolidation of Nazi power 1933–1934**

Within a day of becoming chancellor Hitler made an 'Appeal to the German People' on 31 January 1933, continuing his well-worn theme of blaming the 'November parties' of 1918 and the communists for all of Germany's ills. He also issued a call for national 'unity of mind and will'. For many Germans the Weimar Republic and the whole democratic experiment had brought nothing but division and indecision. Hitler offered unity and strong authoritarian leadership, appealing to traditional German values.

Although the Nazis were outnumbered in the new Cabinet, Hitler insisted on controlling key domestic posts. Hitler's chancellorship was greeted by many as a turning point in the nation's history. Hitler was the outsider, the 'non-politician', come to clear away the debris of a failed and broken political system.

Few army officers had supported the Nazis in the early 1930s. On gaining office, Hitler began an intensive campaign to win them over. Hitler recognised that the army was an important foundation of authority and means to power. Many of the new Nazi laws, which restricted civil liberties, were anti-Semitic and socially conservative appealed to the generals. Between 1933 and 1936, Hitler was careful to respect the opinions and authority of the army. He was aware that the career of more than one republican Chancellor had been cut short by the sentence: 'The chancellor no longer enjoys the confidence of the army.'

Although, strictly speaking, Hitler didn't break the law in establishing his power, a closer examination of the weeks after his 'swearing in' reveals a tendency to stretch constitutional law and convention. The limitations on the freedom of the press, freedom of assembly and other civil rights definitely defied constitutional convention and the SA continued its campaigns of street violence, brawls and assassinations. Therefore, Hitler did break laws but the point that the great German historian KD Bracher wanted to make was that the creation of an authoritarian system had to *appear legal*. The Nazi revolution would come from above, using and manipulating the political powers of the state.

### **The Night of the Long Knives 1934**

This episode, where Hitler turned on his own party and executed members of the SA, was Hitler's response to a potential challenge to his power and authority within the Nazi movement. It also indicated that in 1934 Hitler and the Nazis needed the power and authority of the army. Members of the German General Staff had made it clear to Hitler that they were unlikely to continue to back the new regime unless the SA were eliminated.

The brown-shirted SA had provided the 'muscle' and physical intimidation in Nazi election campaigns. By 1934 there were close to two million of them. Ernst Röhm, as leader of the SA, had a power base from which he could, in theory, pose a threat to Hitler's leadership. Not only that, Röhm and the SA were part of a more radical element within the Nazi movement. Röhm called for a change in the German army with the SA as its core—a prospect that appalled the upper-class generals of the *Reichswehr*. Hitler was not yet in a position where he could ignore the wishes of the army high command. In April 1934 Hitler met with the army commanders and made a deal. The army would support Hitler's succession to the presidency, on the death of the aging Hindenburg in return for the suppression of the SA and the acceptance of the army's position as the sole armed force in the state.

On 30 June 1934 Hitler ordered Heinrich Himmler's SS to murder Röhm and other SA leaders. The violence extended to other 'enemies' of the Nazi Party: communists, Jews, outspoken politicians and trade unionists—even Kurt von Schleicher, the former chancellor.

Hitler did not deny ordering the murders. This is the moment when, according to Professor Richard Evans, Hitler became the 'real' dictator of Germany. At this moment Hitler was above the law.

When Hindenburg died 2 August, Hitler combined the leadership positions of President

and Chancellor, to be known as Führer of the *Reich*. That same day, at ceremonies throughout Germany, the army took an oath of allegiance to Hitler personally. On 19 August 90 per cent of the German people approved these actions in a plebiscite.

### **Nature and methods of the Nazi regime**

The Nazis argued that they aimed to create a new people's community, or *Volksgemeinschaft*, based on what they saw as the traditional values of the German people. The *Volksgemeinschaft* implied a classless society. Hitler aimed to create national solidarity behind the regime.

### **The Fuhrer Principle (*Führerprinzip*)**

According to Ian Kershaw the *Führerprinzip*, became the principle, which placed all authority in the hands of the leader. Nazi propaganda deliberately built up Hitler's image, creating the 'Hitler myth'.

According to this myth:

- Hitler represented the national will
- He was above party politics or selfish motives
- Hitler had brought prosperity and work
- He was a statesman
- Hitler was a defender of Germany's rights and a saviour of national pride

### **Terror and Consent – Fear and Rewards**

Historians have long argued the extent to which the German people were ruled by either fear or reward. In the years immediately after the Second World War, the consensus was that Nazi Germany was a police state. Where the individual had little freedom. By the late 1960s however this view was challenged, local, social histories uncovered a different image, where ordinary Germans had choice in terms of either resistance or support.

The historian and political scientist Gotz Aly offered statistics pointing out that in 1937 the Gestapo had only about 7,000 employees, hardly enough to maintain tight control over 60 million people.

There is however, no denying that there were obvious elements of terror associated with the Nazi regime. Most people point to the SS, the Gestapo and the concentrations camps as signs of that terror. Nevertheless, Professor Richard Evans has argued that in time these were replaced by other means of control and at least in part by the more positive appeal of the *Volksgemeinschaft*.

Evans pointed to existing laws and traditional police agencies as necessary means of control. He also noted that in schools, young people who refused to join the Hitler Youth

would not receive a school-leaving certificate and hence find it difficult to find a job or enter higher education. Evans ultimately concluded that there were elements of both fear and reward at work in the Nazi state.

## **Opposition to the regime**

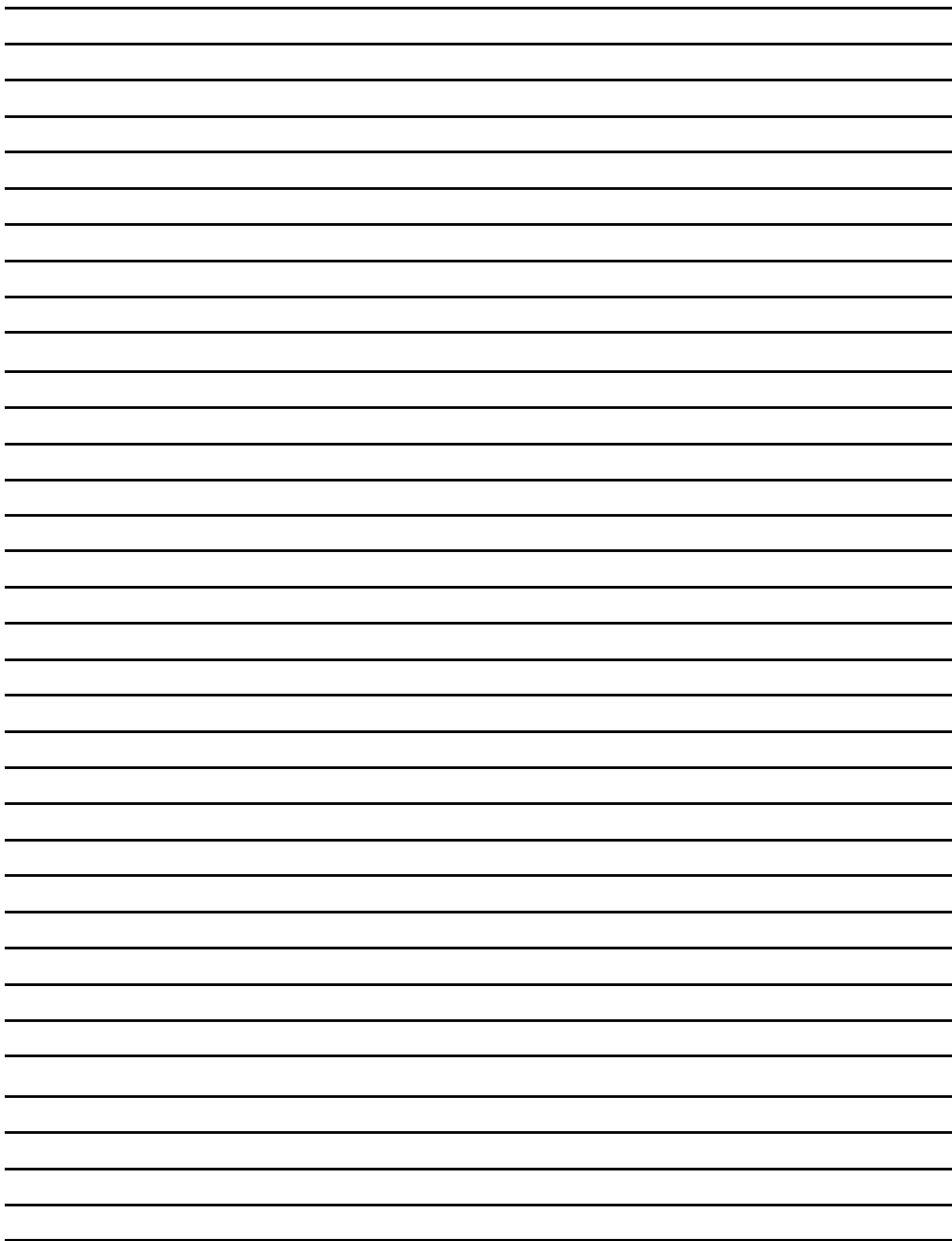
Between 1933 and 1939, opposition to Nazism was restricted to small groups or individuals. The popularity of Hitler, the propaganda calling everyone to work together for the 'people's community' and the blend of fear and reward tended to ensure co-operation.

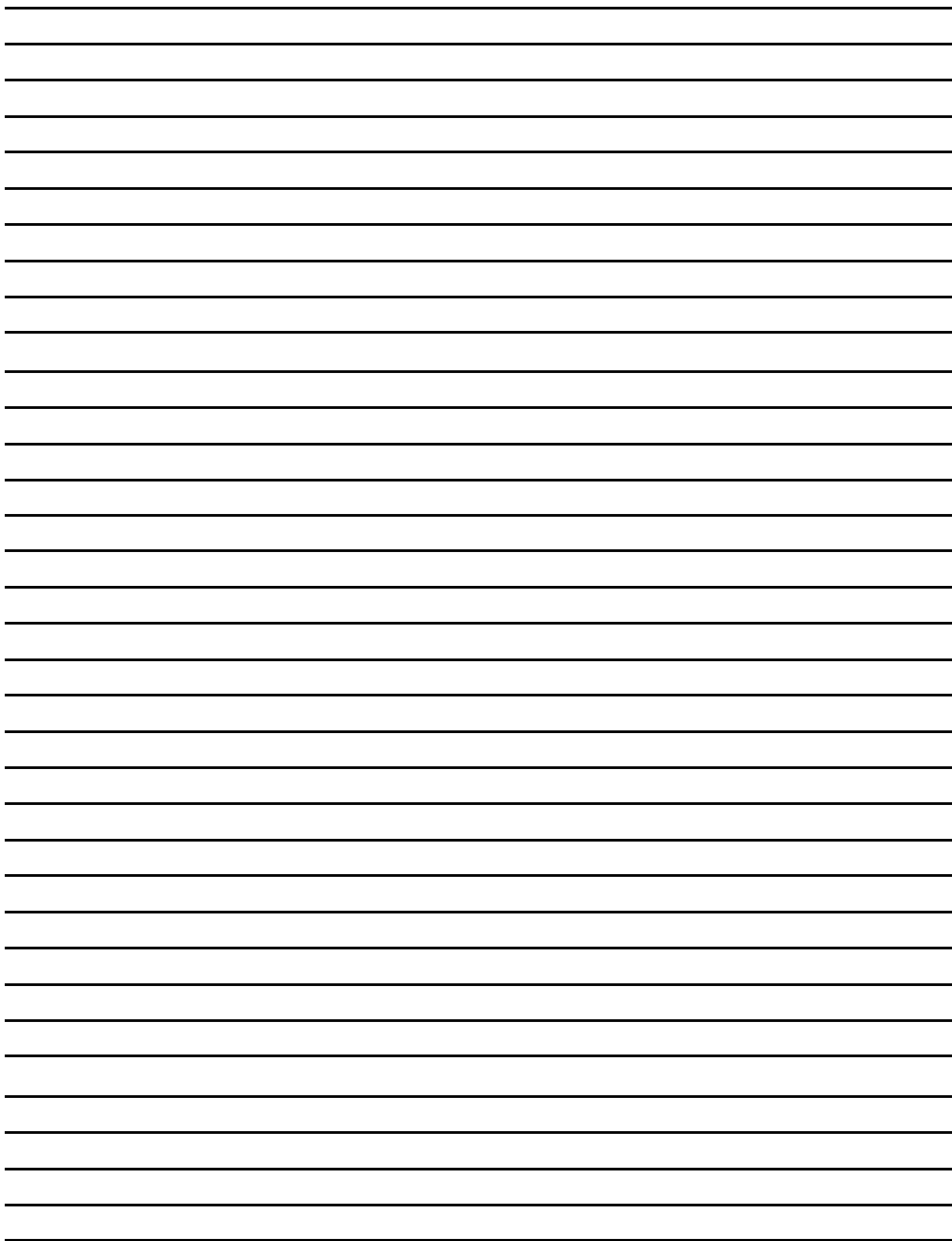
Opposition was largely a matter of civil resistance, because it was recognised that armed resistance would easily be crushed. Those areas of society in which some opposition could be found included:

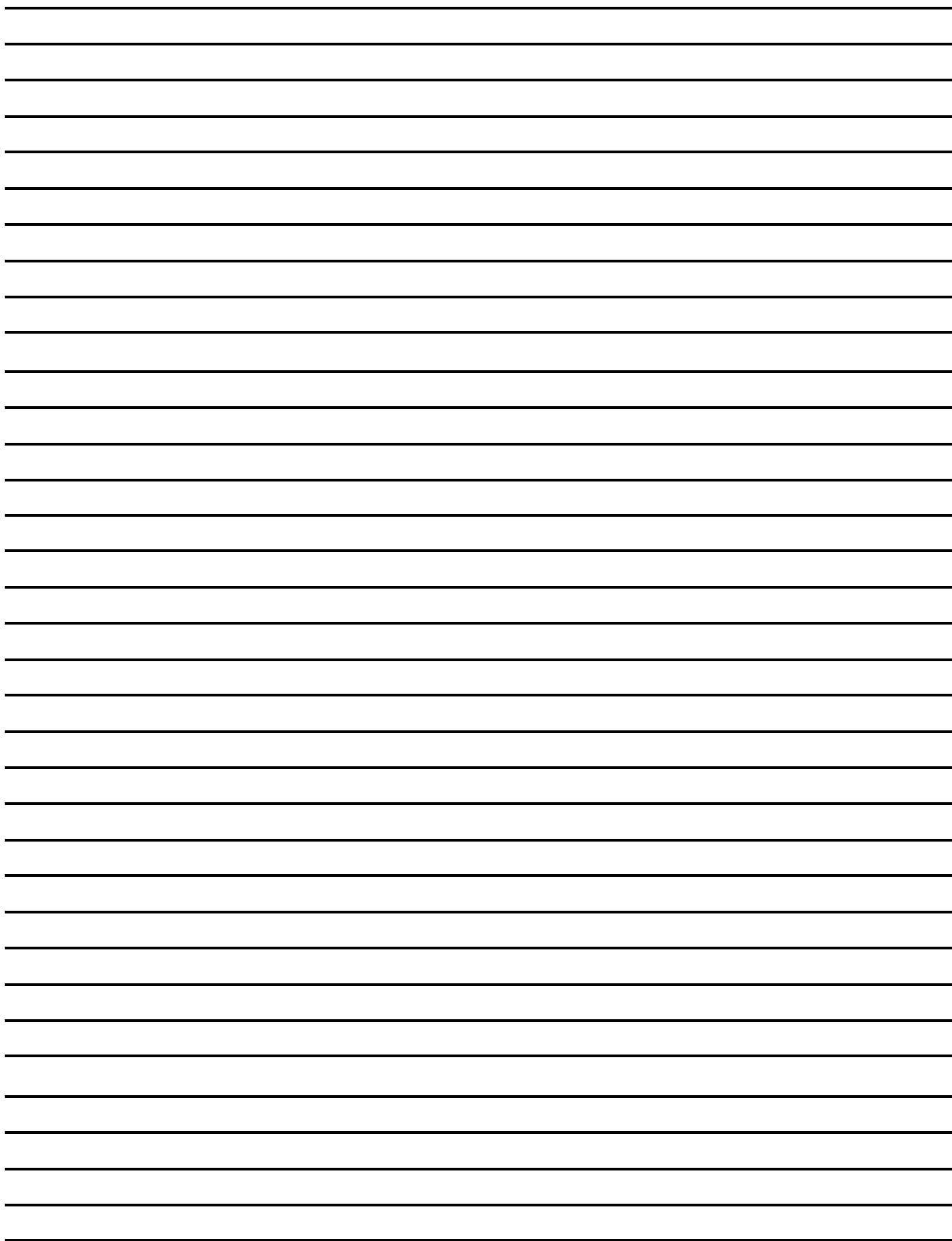
- The political left—Social Democrats, communists and trade unionists—encouraged acts of sabotage, work to rule and absenteeism in factories.
- The army was the most significant and organised grouping before 1939. There were plots to remove Hitler. In 1938 however, Hitler purged the High Command and assumed personal control over the army.
- Young people formed groups opposed to the Hitler Youth organisation.
- The churches
- Individuals—some men, like Carl Gordeler joined the party in order to oppose Nazism from within.

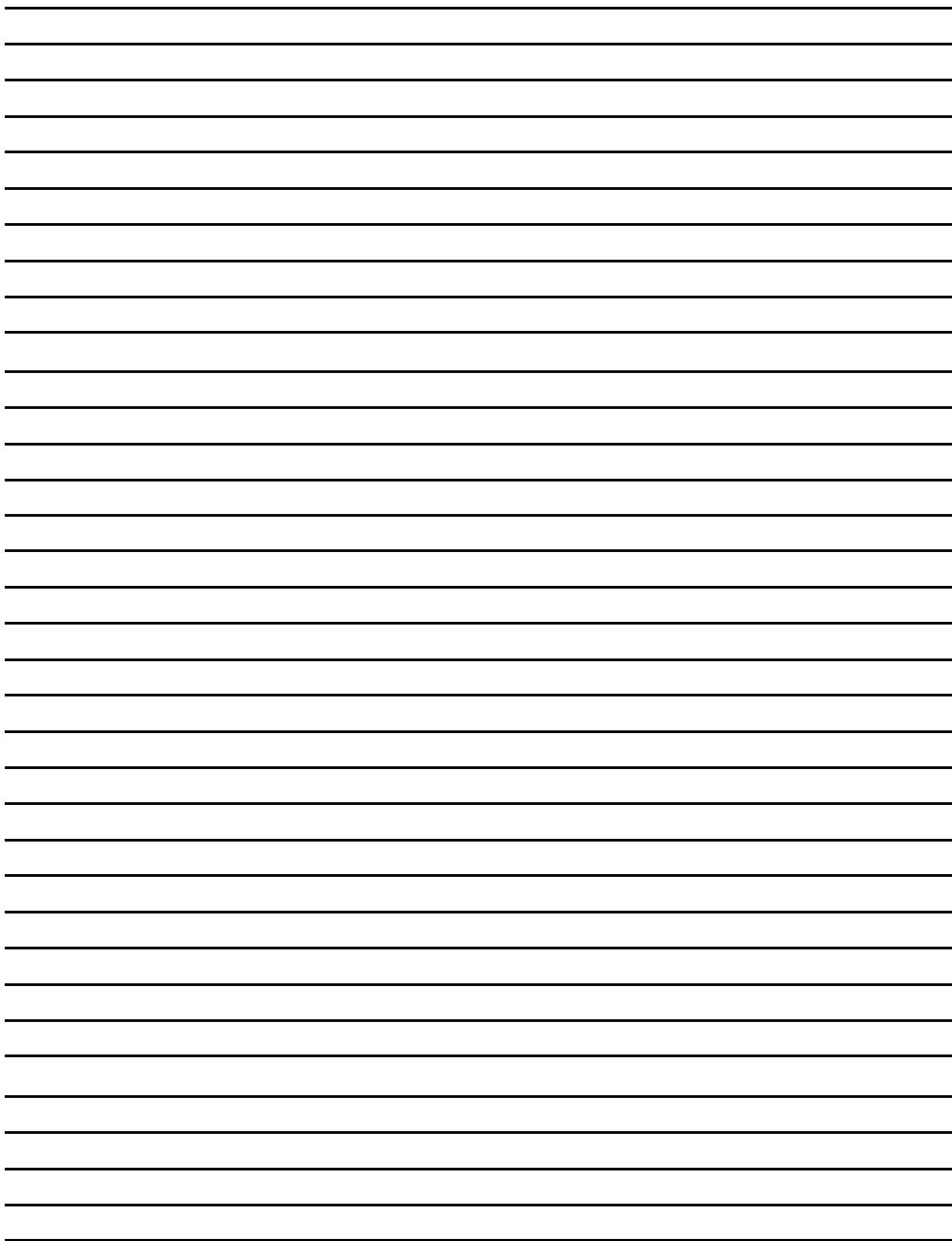
## **The search for peace and security in the world 1919–1946**

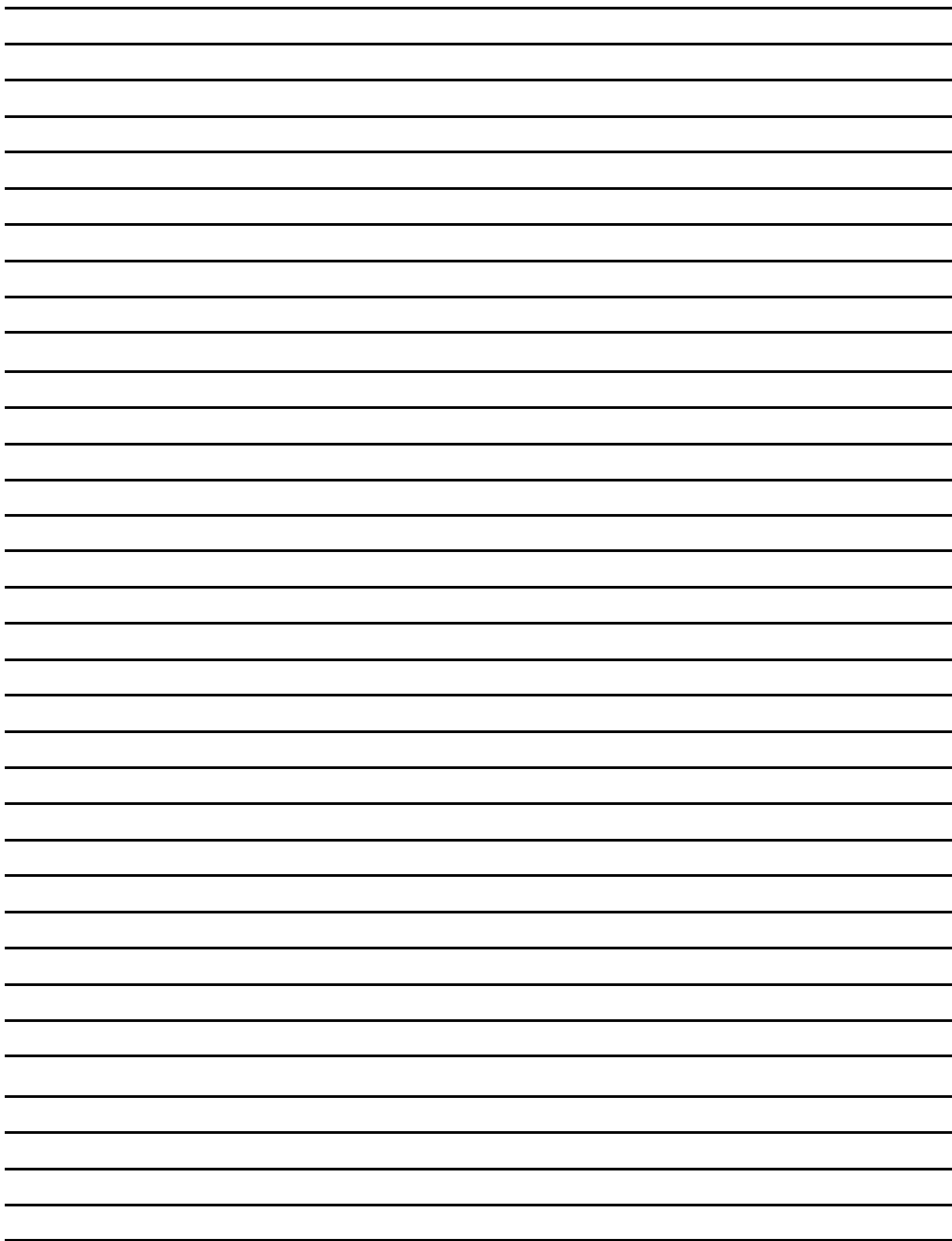
The search for peace and security in the world failed in the two decades between 1919 and 1939, as the world lurched towards World War 2 (1939-1945). The search for peace, if not security, did however prove to be more successful after that period. The key date that marked the change was 24 October 1945 when the United Nations Organisation was created.

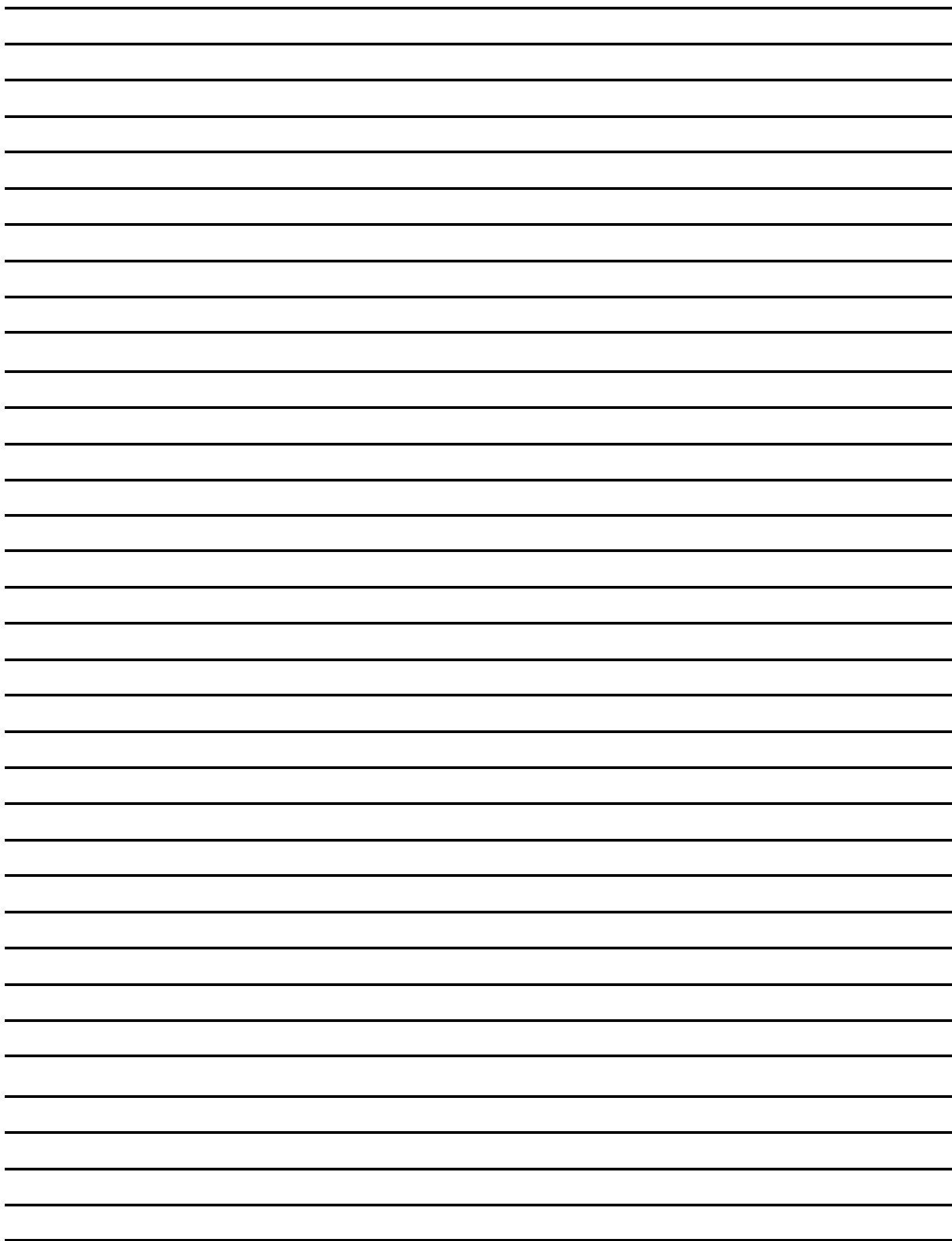


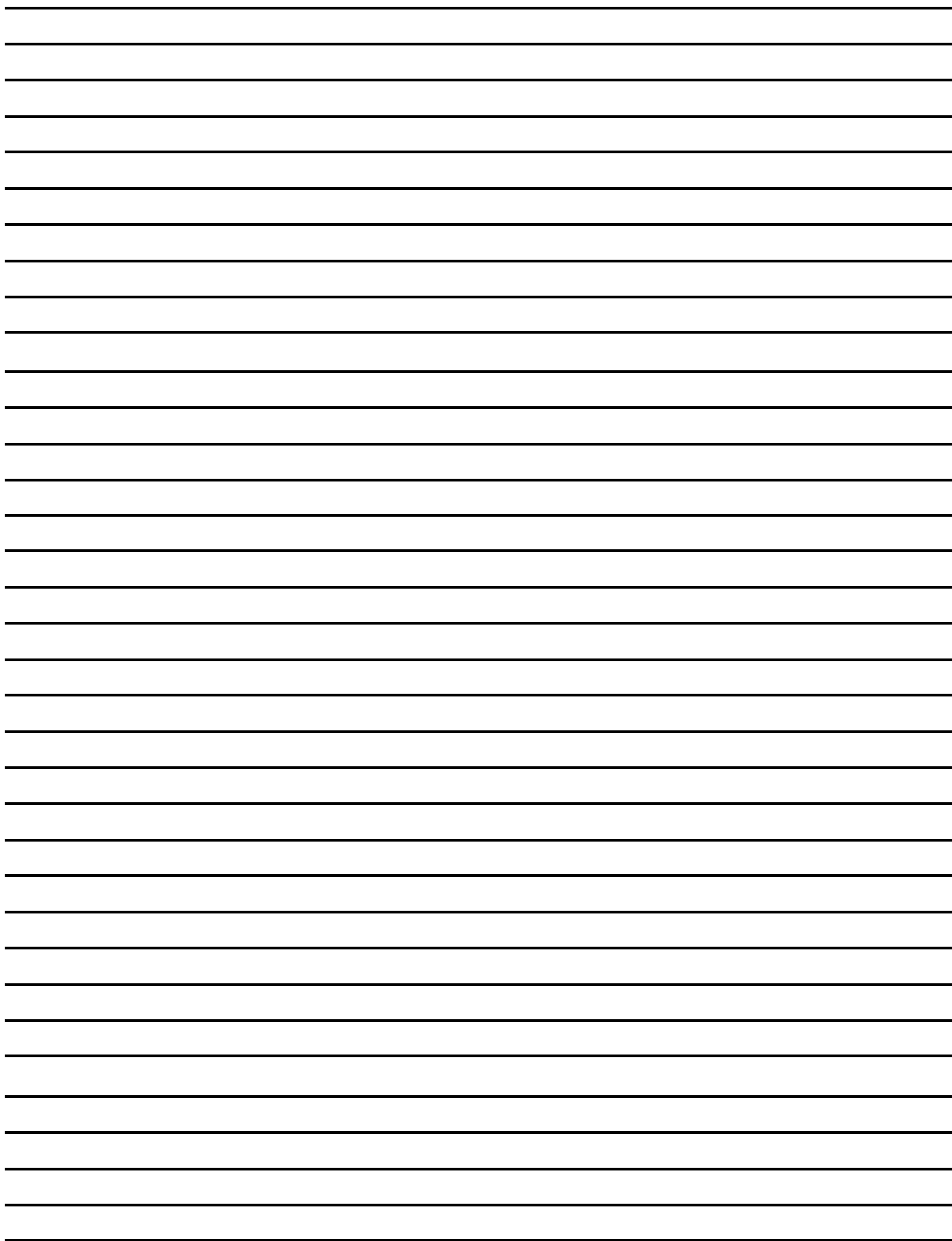


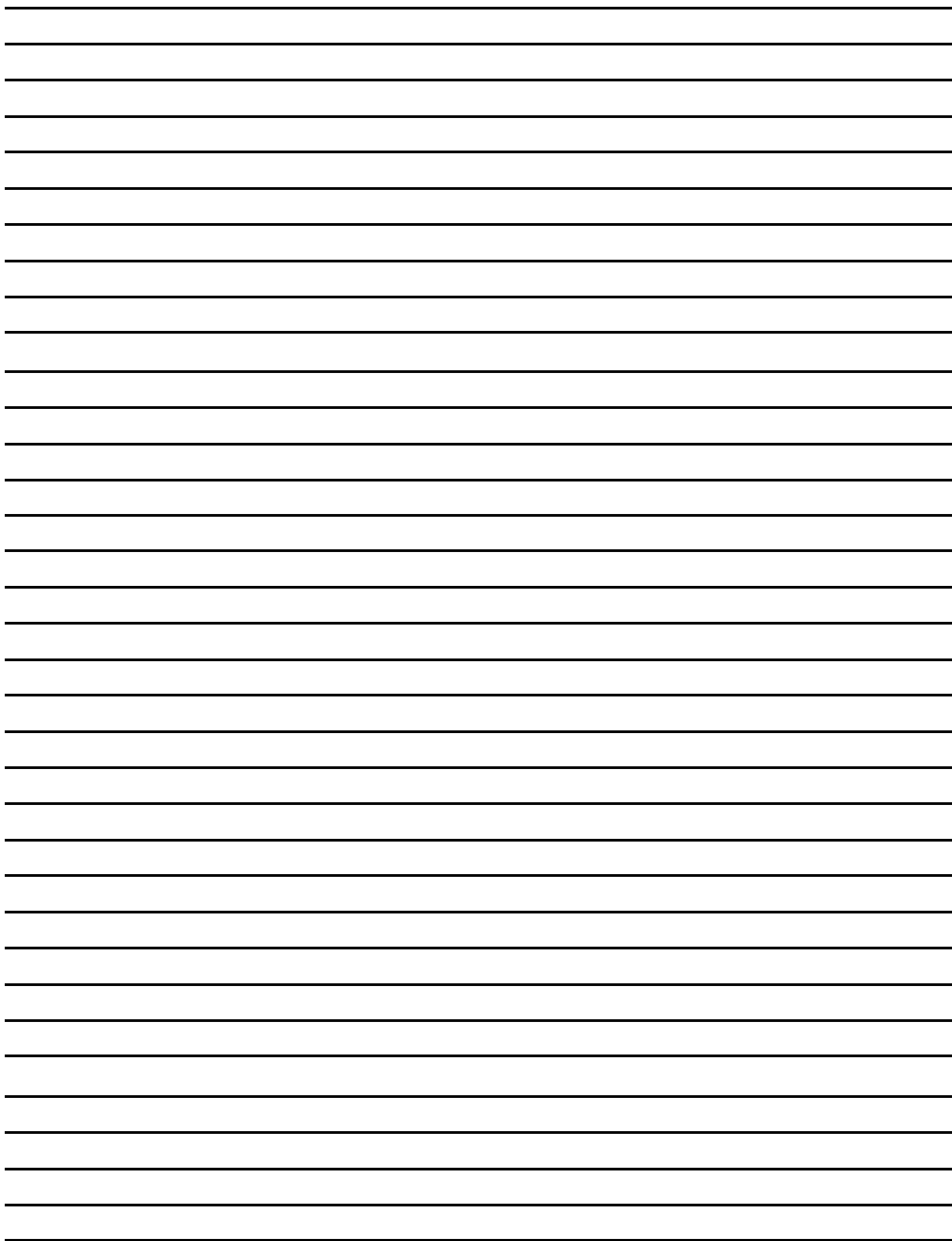














**InspirationED**

These materials are the copyright property of InspirationED.

No part of this publication may be reproduced, copied, scanned, stored in a retrieval system, communicated, transmitted or disseminated in any form or by any means without the prior written consent of InspirationED. Reproduction of the whole or part of this document constitutes an infringement in copyright and can result in legal action.

