

To the teacher

This *Teacher's Guide to Ralph Bunche, the odyssey continues...* has been designed by curriculum specialists with the classroom teacher in mind. We hope you will find it easy to use and that it will help to make teaching with the video series an exciting and very important learning experience for your students.

Like the award-winning PBS special, *Ralph Bunche: An American Odyssey*, on which it is based, the series presents an informative and issue-oriented story that will stimulate discussion about a number of important concepts in 20th century United States and world history, concepts that continue to exert an influence on developments taking place in America and the world today. However, we think you will find the modular format of the 12-part video series especially curriculum-friendly. You have the choice of integrating one or more modules into your program or developing a course of study around the entire series. In either case, the *Guide* offers ideas and suggestions to support your use of the modules as teaching tools.

As a teacher concerned about meeting curriculum standards, you will be interested to know that the *Guide* includes a convenient Chart of Concordance correlating each module to standards developed by the National Council for the Social Studies and the National Center for History in the Schools, specifically for high school Social Studies, History, Geography and Civics. Moreover, the modules are equally well suited for the in-depth learning required in advanced placement courses in history and international studies. In addition, a number of modules and research assignments can be profitably used in English/Language Arts courses, as well as in Career Planning workshops. At the college level, selected modules can be integrated into courses in Peace and Conflict Resolution, the United Nations, U.S. International Relations, African American Studies, Civil Rights, Decolonization, and Sociology, among others.

Please note that the *Guide* is organized into two sections: a General Reference section containing information of relevance to the series as a whole and a Supplementary section consisting of twelve discrete guides, one for each module in the series. For a detailed list of contents, you may want to refer to page 2 of the General Reference section.

We hope you will find the *Teacher's Guide* to the Ralph Bunche modules a valuable source of ideas and information that will help make teaching with the videos an intellectually engaging and productive learning experience for all your students. Of course, your comments and suggestions will be very much appreciated. They can be emailed to editor@williamgreaves.com or mailed to William Greaves Productions, Inc., P.O. Box 2044, Radio City Station, New York, NY 10101-2044.

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Ralph Bunche

the odyssey continues...

Teacher's Guide & Resource Materials

■ Overview of the Supplements to the Teacher's Guide

Each supplementary section of the *Guide* includes the following support materials:

- A **Quotation** from Ralph Bunche that captures an important concept presented in the module
- **Synopsis** of the module
- **Historical Background** and review of events presented in the module
- **In This Module** elements for preview/review
 - Terms to Know
 - People Referenced
 - Places Referenced
 - People on Screen
- **Relevant Standards** in Social Studies and History
- A **Map Connection** activity
- **Before You Watch** previewing questions
- **While You Watch** comprehension questions with teacher's answer key
- **After You Watch** post-viewing discussion questions
- **Digging Deeper — Activities and Research Project** suggestions
- **While You Watch** student worksheet master

Titles and Running Times of the Video Modules*

No.	Title	Running Time (minutes)
1	Early Years/Early Influences	24
2	The Making of a Scholar/Activist	40
3	A Black Scholar Investigates Colonialism	26
4a	Race...An American Dilemma	35
4b	Race...An American Dilemma Continues	34
5	The Insider/Activist	20
6	Mr. U.N.	40
7	The Peacemaker in Palestine	37
8	The Architect of Peacekeeping	21
9	International Troubleshooter	28
10a	Crisis in the Congo, Part 1	27
10b	Crisis in the Congo, Part 2	30
11	The Man Behind the Myth	37
12	The Final Years	40

*A description of the content of each module can be found in the Synopsis section of the Supplements.

Chart of Concordance with National Social Studies and History Standards

SOCIAL STUDIES AND HISTORY STANDARDS	MODULES											
	1 Early Years/Early Influences	2 The Making of a Scholar/Activist	3 A Black Scholar Investigates Colonialism	4 Race... An American Dilemma	5 The Insider/Activist	6 Mr. U.N.	7 The Peacemaker in Palestine	8 The Architect of Peacekeeping	9 International Troubleshooter	10 Crisis in the Congo	11 The Man Behind the Myth	12 The Final Years
National Council for the Social Studies Strands												
I Culture			✓									
II Time, Continuity, & Change		✓					✓	✓	✓	✓		
III People, Places, & Environments							✓	✓				
IV Individual Development & Identity	✓	✓		✓		✓	✓	✓			✓	✓
V Individuals, Groups, & Institutions	✓			✓	✓		✓		✓	✓		
VI Power, Authority, & Governance				✓	✓	✓	✓	✓		✓		
VII Production, Distribution, & Consumption				✓				✓		✓		
VIII Science, Technology, & Society												
IX Global Connections				✓	✓	✓	✓	✓	✓	✓		
X Civic Ideals & Practices				✓								
National Center for History in the Schools Standards												
Standard 1 Chronological Thinking								✓				
Standard 2 Historical Comprehension	✓	✓		✓						✓		
Standard 3 Historical Analysis and Interpretation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Standard 4 Historical Research Capabilities				✓	✓		✓		✓		✓	
Standard 5 Historical Issues — Analysis and Decision-Making		✓		✓			✓	✓	✓	✓		

■ Comprehension and Discussion Strategies

Previewing Strategies

Knowledge Self-Rating Chart (see example and template, pages 6-7): This chart can be used a day or more ahead of the scheduled viewing of the module. Once you have tallied the results of this activity, you will have a sense of whether it will be helpful to pre-teach the vocabulary to the class. You may prefer to have students leave their names off the form so that they feel comfortable revealing what they do not know.

K-P-L Chart (see description and template, pages 8-9): In this variation on the K-W-L chart (What do I know? What do I want to know? What did I learn?), students are asked to predict what they think they will learn from viewing the module based on either the title, prior knowledge, or the previous video viewed. Having made a prediction, they will be motivated to look for confirmation or refutation of their predictions as they watch.

Brainstorming: The key to effective brainstorming is accepting all answers without judgment. Pose a problem to your students, and write all their suggested solutions on the chalk or white board without stopping to discuss any of them. Screen the module for the class, asking your students to see if they find support for or refutation of their ideas on the screen.

Before You Watch preview questions: Each module supplement suggests three kinds of preview questions that respectively 1) call for the students to commit themselves to personal opinions, 2) ask them to recall information from the previous module, and 3) ask them to think about the larger historical context of the module. You may wish to use all three, or, depending upon how the module is being used, choose what you feel best suits the purpose. When first introducing Ralph Bunche to your students, you may want to start with the overarching questions posed by the narrator at the beginning of each module: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? You might also ask: What do you predict you might find out about him in the module you are about to watch?

Viewing Strategies

The *While You Watch* guiding questions worksheets are designed to reinforce basic comprehension of module contents. You can set up use of the worksheets in a number of ways, but we recommend that you do not ask students to fully answer the questions during viewing, since it will detract from their viewing experience. Instead, you may want to have the students read the questions before the viewing, put the worksheets aside and fill in their answers from memory afterwards. Alternately, you can provide students with two copies of the worksheet, one for jotting down notes as they watch, the other to be filled in more completely after the viewing.

Other options for use of the *While You Watch* questions:

- Read the questions aloud *before* playing the video or DVD so students will know what they should be looking and listening for and hand out the worksheets after the screening;
- Divide the class into small groups giving each a different set of questions;
- Pause the video or DVD once or twice to allow students to catch up on their note-taking;
- Take a few minutes at the end of the video to allow the students to compare their worksheets with a partner or group members;
- Hold a class discussion using the questions as a guide.

Post-Viewing

After You Watch discussion questions can be posed in a straightforward whole class discussion moderated by the teacher, but there are a number of other structures that can be used as well. By varying the ways you approach the discussion you will appeal to a wider range of learning styles.

- **Think/Pair/Share:** Give the students a few seconds (or longer, if appropriate) to think of their own responses to the question at hand, then ask them to turn to a partner and compare/share their answers. After they've had an opportunity to share in partner groups, you can ask some of the partnerships to share with the class the commonalities and the differences they discovered in their answers.
- **1-2-4's or 1-3-6's:** Give the students a minute or two to think of their own responses to the question at hand, then ask them to turn to one or two other students and discuss how their answers were similar to one another or different. After they've had a couple of minutes to share in the pairs or trios, ask them to connect with another duo or trio to see what they have in common and what their differences are. You may want to provide them with butcher paper on which to summarize their findings and post it where it can be shared with the entire group.
- **Structured small groups:** Ask students to work in groups of four to respond to the questions. Designate one student as the reader, who will read each question aloud; another as a facilitator, who will keep the group on task; a third as the scribe, who will record the group's answers; and the fourth as an encourager, who will make sure everyone in the group participates in the discussion and contributes ideas.
- **Writing it down:** Any of the discussion questions can also be used as journal prompts or essay topics.
- **Graphic organizers:** Give students structures for graphically organizing their responses, such as Venn diagrams, compare/contrast charts, and concept maps.

■ Templates for Student Handouts

Knowledge Rating Chart

This is a fairly simple way to assess whether an individual student or a group has sufficient grasp of the vocabulary they will encounter in viewing the module to comprehend the material. Give each student a copy of the chart (see example on this page) on which you have listed the vocabulary terms you suspect might pose a problem, and have them self-assess. Collect the charts and compile the data to determine which terms to concentrate your instruction on. Alternatively, students can be asked to work individually or cooperatively to look up the terms in dictionaries and encyclopedias and share them. It's important to stress that this is not a quiz, but a request for an honest self-evaluation, which will help the students be better prepared to understand the material. A blank template is provided on the next page.

Here's how an individual response might look (vocabulary items taken from Module 1):

Vocabulary word or term	I know this well enough to define it	I've heard of this, but can't define it	I've never heard this word or term
armistice		X	
negotiate	X		
Nobel Peace Prize		X	
Great Migration			X

And here's how a tally of an entire class's responses might look, suggesting that the class would benefit most from a review that focuses on the concepts of armistice and Great Migration:

Vocabulary word or term	I know this well enough to define it	I've heard of this, but can't define it	I've never heard this word or term
armistice	1 (1)	(14)	(9)
negotiate	(15)	(8)	1 (1)
Nobel Peace Prize	(20)	(3)	1 (1)
Great Migration	(0)	(9)	(15)

Vocabulary Knowledge Self-Rating Chart

Name: _____ Date: _____

Vocabulary word or term	I can define this word or term	I've heard this word or term but can't define it	I've never heard this word or term

■ K-P-L Chart

This is a variation of the familiar K-W-L chart (What Do I Know? What Do I Want To Know? What Have I Learned?). In the K-P-L chart, the second column has been changed to What Do I Predict? This will encourage greater investment by the students in the video they are about to view. It also takes into account the fact that what they want to know may or may not be part of the video content.

The first column, What Do I Know, complements the question that opens each module: "Have you ever heard of Ralph Bunche?"

This structure can be used simply as a class discussion, without creating a chart, by posing the question to the class and listing the responses on the board. However, if you are planning to use more than one module, or if the students will benefit from keeping a detailed record of their learning experience, you may wish to copy the form and have each student maintain his or her own chart as a personal journal. Another option is to create a master chart on butcher paper for recording input from all the students.

A blank template is provided on the next page.

K-P-L Chart

Name: _____ Date: _____

What I know	What I predict	What I learned

■ Glossary of Terms to Know

Abraham (Ibrahim) – the Old Testament patriarch considered by Jews to be the founder of the Hebrew people through his son Isaac and by Muslims as the founder of the Arab people through his son Ishmael (Ismail).

African community (in South Africa) – descendants of the original inhabitants of South Africa prior to European colonization.

Africanization – the process by which the black African majority gained some measure of control over their institutions, land, and resources.

apartheid – an official policy of racial segregation formerly practiced in the Republic of South Africa, involving political, legal, and economic discrimination against nonwhites.

armistice – a temporary suspension of hostilities between combatants.

Aswan High Dam – a massive dam constructed in Egypt during the 1960s; it created a 30% increase in the cultivatable land and provides irrigation and electricity for the whole of Egypt.

Atlantic Charter – a document drawn up during secret meetings between President Roosevelt and Prime Minister Churchill in 1941, during which they discussed strategies for war against the Axis powers (Germany, Italy, Japan); the Atlantic Charter laid the foundation for the United Nations Charter.

Balkans – refers collectively to the numerous small countries that occupy the Balkan peninsula; hence “balkanize” or “balkanization” means the breakup of a larger entity into smaller, often hostile ones.

Bill of Rights – the first ten amendments to the United States Constitution, which define the key rights and privileges of U.S. citizens.

black militants – civil rights activists, especially in the 1970s, who felt the nonviolent approach endorsed by mainstream civil rights groups was not making enough progress in the struggle for equal rights; black militants sought more rapid, revolutionary change “by any means necessary.”

blanc – “white” in French, the term used in French-speaking colonies to refer to European settlers.

Bloods – a street gang based in the Los Angeles area.

boycott – (n.) a protest against the policies of a business or service involving a refusal by a group to patronize the business or utilize the service; (v.) attempt to use economic pressure to influence policy.

breach – (n.) a break in an established good relationship,(v.) to commit an act that causes such a break.

Brown v. Board of Education of Topeka, Kansas – the 1954 landmark Supreme Court decision which declared racial segregation in public schools unconstitutional.

caste system – in Hinduism, a traditional system of social classification in which the social, economic and political status of an individual is determined at birth; hence, any class-based society whether the classification is based on differences of wealth, inherited rank, profession, occupation, racial origin, or other factors.

CIA – the Central Intelligence Agency, an outgrowth of the Office of Strategic Services in World War II, whose mission includes gathering and analyzing information about foreign governments, corporations, and individuals, and reporting such information to the various branches of the United States government.

Cold War – the ideological conflict between the Western democracies, led by the U.S., and the Soviet bloc, led by the U.S.S.R, for influence and economic power throughout the world and in particular in the Third World; so called because although there were limited armed conflicts in Korea, Vietnam, and the Middle East, the superpowers were not directly engaged in combat with one another. It lasted from shortly after the end of World War II to the collapse of the Soviet Union in 1989.

colonialism – a system of economic, political or military control employed by a more powerful country over a less powerful one, typically in order to exploit its resources.

colony – a territory under the political, military, and/or economic control of a foreign power; also the land or territory on which a group of people from the colonizing country have settled.

coloured community – people of mixed black, Malayan, South Indian and/or white descent in the South African system of apartheid, or separation of racial groups.

communist – a person who believes in collective ownership; a follower of the doctrine based on revolutionary Marxism-Leninism that was the official ideology of the U.S.S.R. (Soviet Union).

concentration camp – a place where large groups of political prisoners or prisoners of war are held under harsh conditions.

Crips – a street gang based in the Los Angeles area.

crossover – in a racial context, a member of a discriminated ethnic or racial group, whose accomplishments earn him or her acceptance into the larger society.

decolonization – the process by which a country or territory transitions from colonial status to independent and self-governing status.

dialysis – a therapy used to purify the blood of a patient with loss of kidney function often due to a longstanding diabetic condition.

dissertation – a major research paper required of candidates for a Doctor of Philosophy degree.

East, the – refers broadly to the entirety of cultures, social structures, and philosophical systems of the various countries in Asia. In the context of the Cold War, it may refer to the Soviet Union and the Communist countries of Eastern Europe.

economic depression – a sustained period of poor economic productivity and high levels of unemployment.

emancipation/emancipated – freedom from bondage or enslavement/freed from bondage or enslavement.

enigma – something that is difficult to understand or explain; something mysterious.

fascism – an anti-democratic political philosophy, movement, or regime that believes in a centralized all-powerful state in which the rights of the individual citizen are subservient to the needs of the state.

Force Publique – the army in the Congo during Belgian rule, controlled by European officers, overthrown in a mutiny shortly after independence in 1960.

imperialism – a system whereby one powerful nation exercises and maintains direct or indirect control of the political and economic life of other areas or nations of the world.

ghetto – an area of a city in which members of a minority group are forced to live, by law, or due to economic or social pressures.

haves and have-nots – the upper or wealthy classes and the poorest classes in a society.

intellectual – an individual who values reason and reflection above emotion; a highly educated person.

Irgun – a militant Zionist rebel group, seen as terrorists by the British and as freedom fighters by some Israelis, led in 1943 by Menachem Begin, who later became Prime Minister of Israel.

Iron Curtain – during the Cold War, the heavily guarded boundary between Eastern Europe under the Soviets and Western Europe liberated by the Allies in World War II. The Iron Curtain divided Germany, and the city of Berlin, into Eastern and Western sections.

Jim Crow – a system of racial discrimination and forced segregation originating in the South after Emancipation, especially against blacks, and enforced by law, custom or extra-legal sanctions.

Ku Klux Klan (KKK) – a white supremacist secret organization formed initially in the post-Civil War years, reorganized in the twentieth century; its members have been implicated in various acts of terrorism directed primarily at blacks, but also at Catholics, Jews, Eastern Europeans, and other immigrants and people of color.

League of Nations – a multi-national, world organization formed in 1920 to foster peace and cooperative relationships among nations.

League of Nations mandate – the authority given by the League of Nations to a member nation to administer a colony or territory taken from Germany or its allies during World War I.

leftist – an individual with political views that favor socialism or some form of socialist-oriented government, which may range from democratic socialism to communism.

Loyalty Board – board appointed by Congress or by the Executive Branch of the U.S. Government charged with the responsibility of determining the loyalty of individuals employed by the Federal Government or of any U.S. citizen employed by an international organization of which the U.S. is a member.

lynching – the killing of an individual by a mob (in the United States, often racially motivated).

Magna Carta – a 1215 charter of liberties which the English nobles forced King John to sign, laying the foundation for democracy in Great Britain; therefore, any document that guarantees fundamental rights and privileges.

mandate system – the system set up under the League of Nations after World War I that appointed member states to administer territories formerly under German control, or those, such as the Ottoman Empire, that had sided with Germany in the war.

Marxism – a political and economic philosophy based on the works of Karl Marx and Friedrich Engels that asserts that oppression of the working classes under capitalism will inevitably give way to a socialist or communist economic system and a more egalitarian society.

mercenaries – soldiers who hire themselves out to fight for a foreign government or nation.

March on Washington – the 1963 demonstration at the Lincoln Memorial of over 250,000 civil rights activists and ordinary citizens demanding freedom and equality for all under the law. Led by Dr. Martin Luther King, Jr., it was the occasion of his now famous “I Have a Dream” speech.

McCarthyism – the attitude inspired and exemplified by Senator Joseph McCarthy, who accused thousands of people of having communist ties or sympathies, often with little or no evidence to support the accusations.

mutiny – a revolt by rank and file military personnel against a commander or superior officer.

National Association for the Advancement of Colored People (NAACP) – The nation's oldest civil rights organization, founded in 1909.

nationalism/nationalistic – a concern with advancing the interests of one's own nation above all others/promoting one's own national culture and interests over all others.

nationalize – to take action by a state or government to expropriate or take ownership of critically important industries, businesses, or natural resources that are privately owned or controlled by foreign corporations, businesses or other foreign interests.

New Deal – President Franklin D. Roosevelt's programs for social reform, full employment, and economic recovery from the Great Depression.

Nobel Peace Prize – a prize given annually by the Norwegian Nobel Committee to a person, persons, and/or an organization that has been judged as having had the greatest impact in fostering world peace.

non-self governing territories – territories that have not achieved full political independence and remain under the control of a foreign power.

Organization of African Unity – an international organization established in 1963 to promote unity and solidarity among African states, and to eradicate colonialism on the African continent.

Palestine – historically, the ancient region in southwest Asia bordering on the east coast of the Mediterranean and extending east of the Jordan River; after World War I, the country bordering on the Mediterranean on the west and the Dead Sea on the east that was part of the Ottoman Empire until 1922 when it became a British mandate under the League of Nations mandate system. In 1947, the U.N. approved the end of the British mandate and the partitioning of Palestine into separate Jewish and Arab states. After years of bloodshed and many wars, the conflicting claims of the Israelis and the Palestinians have yet to be resolved.

pan-Africanism – the general term for various international movements with the common goal of unifying African peoples and their descendants throughout the diaspora, and liberating Africa from the yoke of European colonialism; the term was coined at the first of several Pan-African Congresses convened in London in 1900.

paradoxical – seemingly self-contradictory or opposed to common sense.

partition – (of a country) the division of a single state or territory into two or more politically separate entities.

pater familias – a Latin term meaning "father of the family."

paternalistic – a system or attitude in which an authority, be it an individual or a government, makes decisions for those he or she is in charge of, acting like a father figure over dependent children.

Phi Beta Kappa – a national honor society founded in 1776 to recognize academic achievement.

plantations – large agricultural estates or farms, often employing laborers who work and live on the plantation.

poll tax – a tax imposed equally on every adult in a community as a prerequisite for voting in southern states prior to national voting rights legislation; it had the effect of keeping the largely black poor from voting.

preventive diplomacy – an approach to conflict prevention used by Ralph Bunche, based on the belief that armed conflict can be prevented by engaging in negotiations before the outbreak of overt hostilities.

propaganda – the spreading of information, ideas, or rumor deliberately to further one's cause or to damage an opposing cause.

racism – prejudice or discrimination against a group of people based upon race, ethnicity or skin color, especially when systematic and institutionalized.

revenge – retaliation or getting even.

Secretariat – the administrative department of a governmental or international organization; the Secretariat of the United Nations consists of an international staff that carries out the diverse day-to-day work of the organization at U.N. Headquarters in New York City and in agencies around the world.

Secretary-General – the head of the U.N. Secretariat; the highest administrative officer in the United Nations organization.

Security Council – a permanent council of the United Nations with primary responsibility for maintaining peace and security; the Council has 15 members: five permanent members and 10 elected by the General Assembly for two-year terms.

segregation – the physical separation of people according to race, class, or ethnicity within a society; restricting a group's access to living areas, jobs, schools and public facilities and programs.

spiritual – affecting the spirit; concerned with religious values.

State Department – a department in the executive branch of the federal government that is concerned with international relations.

stereotype – a mental image of or set of beliefs about a group of people that is oversimplified and often prejudiced.

summa cum laude – a Latin phrase meaning “with highest honors.”

Soviet Bloc – during the Cold War, the nations closely allied with or controlled by the Soviet Union.

Soviet Union – the Union of Soviet Socialist Republics (U.S.S.R.), a federation formed in the aftermath of the Russian Revolution consisting of a union of fifteen constituent republics; the Soviet Union broke apart at the end of the Cold War.

Stern Gang – a radical Jewish underground terrorist group active prior to and during the 1948 Arab-Israeli War, said to be responsible for the assassination of U.N. mediator Count Folke Bernadotte; named by British authorities after its founder, Avraham Stern.

Talented Tenth – a term W.E.B. Du Bois coined to refer to the small group of educated African Americans whom he felt were best positioned to become leaders in their communities and in the struggle for equal rights.

The White Man's Burden – a term taken from an 1899 poem by Rudyard Kipling that justified imperialism on the ground that Europeans had a duty to bring enlightenment and Christianity to backward native people in the colonized territories.

token – a member of a minority group who is accepted within the larger dominant group or institution, despite the fact that other members of the group to which he or she belongs are excluded; a purely symbolic figure used to deflect criticism of discrimination.

tragic hero – in classical Greek drama, a hero whose downfall is a result of a “tragic flaw” in his character; the term is used somewhat differently to describe Ralph Bunche as a man who was unable to achieve his visions because he lacked the power and authority necessary to implement them. In this case, the “tragic flaw” lies more in the nature of the political structure of the institutions than in the person of Dr. Bunche.

truce – an agreement by warring parties to suspend hostilities pending resolution of the conflict.

trusteeship – the political administration of a country or territory by another country under the authority granted by an international organization such as the United Nations, usually for a limited time.

Uncle Tom – from the character in the novel *Uncle Tom's Cabin* by Harriet Beecher Stowe, a black person who is overeager to please whites, i.e., someone who demonstrates an enslaved or subservient mentality.

UNEF (United Nations Emergency Force) – the first United Nations peacekeeping force created by the Security Council to deal with the 1956 Suez crisis.

Universal Declaration of Human Rights – a 1948 proclamation of the General Assembly of the United Nations, drafted by Eleanor Roosevelt, that sets forth basic principles of human rights for all people.

UNSCOP (United Nations Special Committee on Palestine) – a committee set up by the United Nations in 1947 to “ascertain and record facts and to investigate all questions and issues relevant to the problem of Palestine.”

untouchable – a member of the hereditary group outside any of the four castes in the Hindu caste system, formerly segregated from contact with other castes; therefore, any person who is of extremely low status and is prevented from opportunities to interact with others or improve his/her life.

vendetta – a blood feud in which relatives of a victim seek vengeance, often becoming a prolonged exchange of such retaliatory acts; also used to designate such a feud where the victims are not blood relatives but are considered to belong to the same social or political group as those seeking vengeance.

West, the – refers broadly to the European-descended cultures, social structures, and philosophical systems of Western European and North American countries and their allies.

witch hunt – once meant literally a hunt for women and men presumed to be witches, the term now refers to a hunt for a perceived enemy in an atmosphere of hysteria, prejudice, and injustice, such as occurred during the McCarthy era in the United States.

Young Turks – the name given to a troupe of army officers in the Ottoman Empire who wanted reforms and challenged the authority of those above them; hence, any group of young reformists who challenge existing authority.

Zionism/Zionist – a political movement among Jews, formally founded in 1897, holding that the Jewish people constitute a nation and are entitled to a national homeland. From 1917 on, the focus of Zionists (believers in a national Jewish homeland) was on establishing a homeland in Palestine. Since 1948, Zionists have supported the development and defense of Israel, and encouraged Jews to settle there.

■ Biographies

Ralph Johnson Bunche*

Ralph Johnson Bunche (1903-1971) achieved national and international prominence in 1949 when he successfully mediated a series of armistice agreements between Israel and four Arab states. It was a feat of international diplomacy unparalleled in the long history of the Arab-Israeli conflict and it won him the 1950 Nobel Peace Prize, the first time that a person of color had been so honored.

Bunche joined the U.N. Secretariat in 1946 as director of the Trusteeship Division. In this position he was responsible for overseeing the administration of the United Nations Trust Territories, all of which ultimately attained self-government and independence under his guidance. He is credited with having played a critical role at the United Nations in the de-colonization of the world that took place after World War II. In 1954, Bunche was appointed by Secretary-General Dag Hammarskjöld as Under-secretary-General, the highest position that can be held by an American in the world organization. Between 1949 and his retirement from the U.N. shortly before his death in 1971, Bunche played significant peacekeeping and mediation roles in several major international conflicts, including Suez in 1956 and 1967, the Congo in 1960 and in Yemen, Cyprus and Kashmir. He is considered to be the "Father of Peacekeeping" because he conceived and implemented many of the techniques and strategies for international peacekeeping operations that are still in use today by the U.N. In the course of his more than two decades of service to the United Nations, Bunche came to be regarded as the very embodiment of the organization and its ideals, often being referred to as "Mr. U.N."

Born in modest circumstances and orphaned at an early age, Ralph Bunche grew up under the guidance of his maternal grandmother, Lucy Taylor Johnson. He won a scholarship to UCLA, graduating summa cum laude in 1927 with a scholarship to do post-graduate studies at Harvard University. In 1934 his dissertation on colonialism earned him the Toppan Prize for the year's best dissertation in political science at Harvard University.

While Bunche is best known for his work at the U.N., his earlier career as a scholar, educator and civil rights activist was also remarkable. In 1928, he was invited to join the faculty of Howard University where he reorganized and headed the political science department and became one of the leaders of a small cadre of radical black intellectuals whom W.E.B. Du Bois labeled the "Young Turks". Bunche was the youngest member of this group which included Sterling Brown, E. Franklin Frazier, Abram Harris and Emmet Dorsey. These men represented a new generation

*Adapted from the *Teacher's Guide* by Thom Ward for *Ralph Bunche: An American Odyssey*

of African American intellectuals who approached the “Negro problem” from a perspective that was radically different from that of their predecessors. Among the best known of Bunche’s writings is *A World View of Race*, a treatise on race and colonialism that was published in 1936.

Between 1936 and 1938, in preparation for a book he planned to write on the impact of colonialism upon indigenous peoples and societies, Bunche traveled extensively throughout Africa and the Far East. Upon returning to the United States, he accepted an invitation from Gunnar Myrdal to join him as chief researcher and writer on a major study designed to explore the impact of race on American society. The study, *An American Dilemma: The Negro Problem and Modern Democracy*, was for decades after its publication in 1944 the primary resource for educators, administrators and others interested in addressing the problems arising from a racially segregated American society.

Bunche’s wartime government service began in 1941 when he joined the newly created office of the Coordinator of Information (later the Office of Strategic Services or OSS) as a senior social scientist analyst. Shortly thereafter he was appointed to a post at the State Department where he was involved in planning for the post-war world, much of which focused on the future of the vast overseas possessions of the European powers. In 1945, as advisor to the U.S. delegation to the San Francisco Conference, Bunche played a key role in drafting Chapters XI and XII of the United Nations Charter, which laid the foundation for the eventual de-colonization of the world.

During the 1950s Bunche came under attack by the McCarthyites who sought to remove him from his position at the United Nations. He was summoned to appear before the Senate Internal Security Sub-Committee to defend himself against charges that he was a subversive. The charges stemmed from his involvement with the National Negro Congress, an organization he co-founded in 1936 that had later been infiltrated by Communists. In 1954, after a hearing by the U.S. International Employees Loyalty Board, Bunche was cleared of all charges.

Although his status as an international civil servant at the U.N. precluded him from criticizing U.S. policy, Bunche took every opportunity that his celebrity afforded him to speak out against racism in the U.S. And, despite the attacks to which he was subjected, Bunche actively supported the Civil Rights Movement. He endorsed Martin Luther King’s policy of non-violent resistance and marched with King in the 1963 March on Washington and again in 1965 in the Selma-to-Montgomery Voting Rights March.

In the decades following his Nobel Peace Prize award, Bunche was one of the most revered public figures in America and the world. He was offered a professorship at Harvard University and was awarded honorary doctorates from 69 of America’s leading universities. Among the numerous honors he received was the Presidential

Medal of Freedom, the highest honor that the country can confer on its citizens. As the first African American to “cross over” in a field other than sports and entertainment, Bunche symbolized the racial progress that many Americans were hoping for. But, as Bunche never failed to remind both black and white Americans, he was not free as long as all Americans were not free. Yet in many ways Bunche had risen above race.

In his biography, *Ralph Bunche: An American Odyssey*, Sir Brian Urquhart describes Bunche's legacy to his country and the world:

“In his journey...through the universities and the capitals, the continents and the conflicts, of the world, Bunche left a legacy of principle, fairness, creative innovation, and solid achievement which deeply impressed his contemporaries and inspired his successors. His memory lives on, especially in the long struggle for human dignity and against racial discrimination and bigotry, and the growing effectiveness of the United Nations in resolving conflicts and keeping the peace. As Ralph Johnson Bunche would have wished, that is his living memorial.”

■ People Referenced

Cyrille Adoula (1921-1978) was a founder of the Mouvement National Congolais, which worked to prepare the Congo for independence from Belgium. He served as Interior Minister in Lumumba's government, and, after Lumumba's assassination, was Prime Minister until 1964.

Hussein al-Khalidi (1895-1966) was Secretary of the Jerusalem-based Arab Higher Committee and one of the Arab leaders with whom Ralph Bunche met in 1948 to effect a truce in the Old City of Jerusalem.

King Baudoin of Belgium (1930-1993) was the son of King Leopold II of Belgium; he reigned from 1951 to 1993.

David Ben Gurion (1886-1973) led the struggle to establish the state of Israel and was its first prime minister, serving from 1948 to 1953, and again from 1955 to 1963.

Menachem Begin (1913-1992) was the sixth Prime Minister of Israel, serving from 1977 to 1983.

Count Folke Bernadotte (1895-1948) was a Swedish diplomat, and the U.N.'s chief mediator in the Arab-Israeli dispute after the partition of Palestine and the outbreak of the first Arab-Israeli War in 1948. He was assassinated in Jerusalem by Jewish militants.

Mary McLeod Bethune (1875-1955) was an educator, civil rights activist, businesswoman, and founder of the National Council of Negro Women. In 1936, she became the first black woman to serve as head of a federal agency when President Franklin D. Roosevelt appointed her director of the Division of Negro Affairs in the National Youth Administration.

Olive Johnson Bunch (1882-1917) was Ralph Bunche's mother. Musically gifted, she was the accompanist for her siblings, the Johnson Quartette. She died of tuberculosis when Ralph Bunche was fourteen.

Fred Bunch (dates unknown) was Ralph Bunche's father, and a barber by profession. In 1916, he left Albuquerque (where the Bunche family was living at the time) to look for work "up North." It is not known what became of him.

Jane Johnson Bunche (1933-1966) was Ralph and Ruth Bunche's second daughter. She died mysteriously, an apparent suicide, in 1966.

Joan Harris Bunche (1931-) is the first child of Ralph and Ruth Bunche. She is now retired from the United Nations Secretariat where she served on the staff of the U. N. Development Program. In 1994, she was a member of the U.N. observation team charged with overseeing the first democratic elections taking place in South Africa after apartheid.

Ruth Ethel Harris Bunche (1906-1988) was a teacher in Washington, D.C. She met Ralph Bunche in 1928 when she was a student at Howard University. They married in 1930 and had three children, Joan, Jane, and Ralph, Jr.

General E. L. M. Burns (1897-1985) was a Canadian Army officer and diplomat who served in both World War I and World War II. In 1954, he headed the United Nations Truce Supervision Organization (UNTSO), a peacekeeping unit at the Israeli-Arab border. When war broke out in the Middle East in 1956, Burns commanded the United Nations Emergency Force (UNEF) there until 1959.

Stokely Carmichael (1941-1998) was a civil rights activist and Black Power advocate, and one of the organizers of the Student Nonviolent Coordinating Committee (SNCC). He came to feel that more radical action was required to end racist practices in the United States. In 1969, he moved to Guinea, where he became an aide to Guinea's Prime Minister, Ahmed Sekou Toure. He changed his name to Kwame Toure in 1978, in honor of Toure and Kwame Nkrumah.

Arthur P. Davis (1904-1996) was an educator and literary critic best known for his analysis of twentieth century African-American literature. He produced a large body of critical essays and other writings from the 1930s through the mid-1990s. He was professor emeritus of English at Howard University.

John P. Davis (1905-1973) was an attorney and advocate of Negro rights who fought for economic parity for black Americans under the New Deal. During the 1930s, he helped found the National Negro Congress. By the mid-1940s he had become a successful businessman, publisher and editor of scholarly publications. *Our World*, a popular magazine he founded, was the first national African American magazine.

Moshe Dayan (1915-1981) was born at Degania on the Jordan Plain. As a young man, he helped form the Haganah underground militia and was imprisoned by the British, but later fought on the Allied side during World War II. From 1953 until 1958, he was commander-in-chief of the Israeli army, commanding the Israeli forces in the Sinai Campaign of 1956. He served as Israel's Minister of Defense during the Six-Day War in 1967, and subsequently administered the territories occupied by the Israeli army.

W.E.B. Du Bois (1868-1963) was a prominent black academic and sociologist who urged educated Negroes, the "talented tenth," to take up the cause of freedom and equality. A founder of the NAACP, he later supported black separatism. In the face of continuing racism in the United States, he embraced more and more radical views, renounced his citizenship, and moved to Ghana where he lived until his death.

Abba Eban (1915-2002) was Israel's first ambassador to the United Nations. He served in a number of roles as a political leader in Israel, including in the Knesset (1959-60), as Minister without Portfolio (1960-63), Minister of Education and Culture (1963-1966), Deputy Prime Minister (1966-1974) and Minister of Foreign Affairs (1974).

Anthony Eden (1897-1977) succeeded Winston Churchill as Prime Minister of Great Britain, serving from 1955 to 1957, during the Suez Crisis.

Dwight D. Eisenhower (1890-1969) was Supreme Commander of the Allied troops in Europe during World War II. He served two terms as the thirty-fourth President of the United States (1953-1961).

Mohammed El-Kony (1906-?) was Egyptian ambassador to the United Nations during the Six Day War between Israel and the Arab States in June 1967.

Medgar Evers (1925-1963) was a civil rights leader and Mississippi state field secretary for the NAACP. Among other campaigns, he led a successful boycott of businesses in Jackson, Mississippi that discriminated against African Americans. He was assassinated in 1963.

E. Franklin Frazier (1894-1962) was a sociologist and professor at Fisk, Atlanta, and Howard Universities. His numerous publications on the state of the Negro family in the United States conveyed positive images of African-American families as hard workers, entrepreneurs and quiet contributors to society. Often criticized for radical views, his philosophy was mild compared to later black nationalists and black power advocates.

Mohandas K. Gandhi (1869-1948) led India to independence from Great Britain. His adherence to a philosophy of strict nonviolence became an inspiration to generations of civil rights leaders and community activists to follow, including Reverend Martin Luther King, Jr.

Dag Hammarskjöld (1905-1961), a Swedish government official and economist; was Secretary-General of the U.N. from 1953 to 1961. He was awarded a Nobel Peace Prize posthumously after he was killed on a peace mission to the Congo.

William Leo Hansberry (1894-1965) was a historian and educator with a particular interest in African archeology, anthropology, ethnology, and paleontology. He taught at Howard University from 1922-1959, establishing an African Studies program in 1925. One of his students, Nnamdi Azikiwe, became the first president of an independent Nigeria. Hansberry was a distinguished visiting professor in Nigeria in 1963, inaugurating the Hansberry College of African Studies.

Ruth Harris (see Ruth Ethel Harris Bunche)

Abram Harris (1899-1963) was an African-American economist and a teaching colleague of Ralph Bunche at Howard University. He saw race as an economic construct and believed full citizenship for black Americans depended on interracial working-class unity.

William Hastie (1904-1976) was a member of the faculty of Howard University Law School in 1930-31 and an attorney in private practice. He became an advisor to President Franklin D. Roosevelt, and in 1937, he was appointed judge of the Federal District Court in the Virgin Islands, becoming the nation's first African-American federal magistrate.

Melville Herskovitz (1895-1963) was a professor of anthropology at Northwestern University. He conducted extensive fieldwork in Dahomey, Dutch Guinea, Haiti, and Trinidad and recognized the persistence of many African practices in African American religion and culture.

Adolf Hitler (1889-1945) was founder and leader of the Nazi Party in Germany. He led Germany from 1933 to 1945, precipitating World War II by presiding over the invasion of much of Europe, and the Holocaust, in which ten million Jews, Gypsies, trade unionists, homosexuals, and political activists were exterminated in death camps.

Victor Hoo (?-1972) began his diplomatic career in the Chinese Delegation at the League of Nations. He was U.N. Assistant Secretary-General in charge of Trusteeship and Information for Non-Self-Governing Territories and represented the Secretary-General on the United Nations Special Committee on Palestine.

Cordell Hull (1871-1955) had been a U.S. representative and a senator prior to his appointment as Secretary of State by Franklin D. Roosevelt. In 1945, he won the Nobel Peace Prize for his efforts at fostering international peace and for his contributions to setting up the United Nations.

Lucy Taylor Johnson (Nana) (1855-1928) was Ralph Bunche's grandmother. A proud and determined woman, she held the extended family together, held high expectations for her grandson, and instilled in all her descendants a strong sense of racial pride and self-respect.

Mordecai Johnson (1890-1976) was an educator, clergyman, administrator and public speaker, and the first black president of Howard University. Appointed in 1926, he was head of Howard for thirty years, during which the faculty tripled in size.

Thomas Nelson Johnson (1850-1890) was Ralph Bunche's grandfather. Born on a farm near Alton, Illinois, he became a teacher who organized literacy classes for former slaves (one of whom, Lucy Taylor, he married). The Johnsons had ten children, five of whom survived to adulthood, including Olive Johnson, Ralph Bunche's mother.

Lyndon B. Johnson (1908-1973) became the 36th President of the United States after the assassination of John F. Kennedy in 1963. He was elected to a full term in 1964. During his administration, the United States became deeply involved in and divided over Vietnam. Domestically, Johnson's legacy includes the passage of civil rights legislation guaranteeing housing and voting rights, and the creation of Medicare.

Joseph Kasavubu (1917?-1969) was president of the Republic of Congo from its independence in 1960 to 1965. He was deposed by the military coup led by Colonel Joseph Mobutu (Mobutu Sese Seko), and retired from politics.

John F. Kennedy (1917-1963) was the 35th President of the United States. During his administration, he founded the Peace Corps, authorized the failed Bay of Pigs invasion of Cuba, and successfully negotiated the Cuban missile crisis. He proposed new civil rights legislation, but did not live to see its passage. He was assassinated in Dallas, Texas on November 22, 1963.

Jomo Kenyatta (1889-1978), President of the Kenya African National Union and a champion of independence for Kenya, became the first Prime Minister of a self-governing Kenya in 1963.

Nikita Khrushchev (1894-1971) survived power struggles after Joseph Stalin's death to become head of the communist party in the Soviet Union in 1956 and Prime Minister in 1958. He was a critic of United Nations operations in the Congo in 1960, and clashed with President John F. Kennedy in the Cuban missile crisis of 1962. He was forced to resign in 1964.

Martin Luther King, Jr. (1929-1968) won the 1964 Nobel Peace Prize for his leadership in the civil rights movement. He first achieved prominence as leader of the successful Montgomery Bus Boycott, and is perhaps most famous for leading the 1963 March on Washington where he made his "I Have a Dream" speech, and for his leadership in the Selma to Montgomery Voting Rights march of 1965. Dr. King spoke out against the war in Vietnam, linking the issues of peace and international justice with the civil rights struggle in the United States. Inspired by Mohandas Gandhi, Dr. King and the Southern Christian Leadership Conference, which he headed, were committed to nonviolence. He was assassinated in 1968 in Memphis, Tennessee, where he had gone to lend his support to striking sanitation workers.

Peter Koinange (1907-1981) was an associate of Jomo Kenyatta and a son of Chief Koinange of Kenya. After studying in the U.S. and Britain, he returned home to establish the Kenya Teachers Training College. The college was run by Africans, independent of white and government control.

King Leopold II of Belgium (1835-1909) presided over the initial colonization of the Congo. His exploitation of native Congolese to extract wealth from the enormously rich country was ruthless. He obtained his control of the area by employing Sir Henry Stanley to negotiate treaties on his behalf, and designated himself king of the Congo Free State. In 1908 Belgium took over the land, renaming it the Belgian Congo.

Trygve Lie (1896-1968) was a Norwegian statesman who served as first Secretary-General of the U.N. from 1946 to 1952. Accused by the U.S.S.R. of showing favor to the West, he was forced to resign his post in 1952.

Alain Locke (1886-1954) was a professor of philosophy at Howard University until his retirement in 1952. Editor of *The New Negro*, he was a mentor to many writers, scholars, and artists during the Harlem Renaissance.

Patrice Lumumba (1925-1961) became first premier of the newly independent Republic of the Congo, formerly known as the Belgian Congo. Lumumba faced civil unrest throughout the country as warring tribes fought for independence and world powers vied for access to the country's rich resources. He was deposed, arrested and assassinated in September 1961.

Bronislaw Malinowski (1884-1942) founded the field of social anthropology known as Functionalism. He developed an ethnographic approach to anthropology, in which field researchers participate in and observe the interlocking social and cultural life of a group.

Senator Joseph McCarthy (1908-1957) led a vocal and highly publicized hunt for Communists in the early 1950s, during the height of the Cold War. His innuendo and unproved accusations ruined many careers and brought into question the durability of due process and civil rights laws of the United States. The Senate censured McCarthy in 1954.

Golda Meir (1898-1978) was born in Russia, moved to Wisconsin as a child, and after she married, moved to Tel Aviv, in what was then Palestine. She served in the Israeli government as Minister of Labor (1949-1956), Foreign Minister (1956-1965) and Prime Minister (1970-1974).

Joseph Mobutu (1930-1997) was a Congolese Army colonel and Secretary of State for Defense in the newly independent government of the Congo. In 1965, he seized power in a coup, in 1971 he changed the country's name to Zaire, and in 1972 he took the name Mobutu Sese Seko. In 1997, as the result of a rebellion in which Laurent-Désiré Kabila gained control of the government, he went into exile in Morocco, where he died.

Godefroid Munongo (1925-1992) was Interior Minister of the secessionist province of Katanga in the government of Prime Minister Moïse Tshombe.

Benito Mussolini (1883-1945) was the fascist dictator of Italy from 1922 to 1943. He allied himself with Adolf Hitler, joining forces with Nazi Germany in World War II in 1936, forming the Berlin-Rome Axis and, in 1940, declared war on the Allies. In 1935, seeking to expand the Italian colonial empire, he invaded and conquered Ethiopia using air power and chemical weapons, forcing Emperor Haile Selassie into exile.

Gunnar Myrdal (1898-1987) was a Swedish economist and sociologist who led the Carnegie Corporation funded study of race that resulted in *An American Dilemma: The Negro Problem and Modern Democracy*. Ralph Bunche was one of the principal contributors to the study.

Gamel Abdul Nasser (1918-1970) was an Egyptian Army officer and a leader of the military coup which, in 1954, deposed King Farouk. He took over as President and ruled Egypt until his death 16 years later. In 1956, Nasser nationalized the Suez Canal, triggering the Suez War and a worldwide crisis. The crisis ended with the deployment of the United Nations Emergency Force (UNEF), the first time that armed international peacekeeping troops were deployed to keep the peace.

Richard M. Nixon (1913-1994) was the 37th president of the U.S. (1969–1974); he also served as vice-president under Dwight D. Eisenhower (1952-1960).

Kwame Nkrumah (1909-1972) studied in the United States and England before returning to his homeland of Ghana. A driving force behind Ghana's independence, he was its first prime minister and, later, president. Overthrown by the military in 1966 with the help of Western backing, he spent his last years in exile. He died in Romania.

Akiki Nyabongo (?-1975) was a Ugandan prince, writer, pan-Africanist, educator, and scholar. He received a doctorate in Anthropology from Oxford University and, in 1937, was an associate of Ralph Bunche's when Bunche was studying at the London School of Economics. He is the author of *Africa Answers Back*.

Leo Pasvolsky (1893-1953) was the mastermind of the post-World War II planning effort that culminated in the United Nations Charter.

Lester Pearson (1897-1972) was a Canadian diplomat who participated in international conferences on the League of Nations, disarmament, and international law. He was President of the U.N. General Assembly, and recipient of the 1957 Nobel Peace Prize for his efforts to find successful resolution to the Korean conflict. He was Canada's fourteenth Prime Minister, serving from 1963 to 1968.

Adam Clayton Powell, Jr. (1908-1972) was the first African American to be elected to the New York City Council. Known for his flamboyant style, he served in the U.S. House of Representatives (1945-1967, 1969-1971), where he sponsored much social welfare legislation. In 1967, the House voted to exclude him for financial misconduct, an action later ruled unconstitutional by the U.S. Supreme Court.

Leontyne Price (1927-) is an internationally acclaimed opera star; at her Metropolitan Opera debut in 1961, she received a 42-minute ovation, one of the longest in the Met's history.

Conyers Read (1881-1959) was an author and historian. During World War II, he worked for the Research and Analysis Branch of the Office of Strategic Services in Washington, D.C., where Ralph Bunche also worked, before taking a position at the State Department. In 1949, he served as president of the American Historical Association.

A. Philip Randolph (1889-1979) was a trade unionist and civil-rights leader who built the Brotherhood of Sleeping Car Porters into the first successful black trade union. He was one of the organizers of the 1963 March on Washington.

Indar Jit Rikhye (1920-) was a Major General in the Indian Army and Chief of Staff of the United Nations Emergency Force in Gaza and the Sinai. He was later appointed Military Advisor to the Secretary-General. He also carried out special missions for the U.N. in the Congo, Ruanda-Urundi (now Rwanda and Burundi), West New Guinea, Yemen, Cuba, Israel-Jordan, and the Dominican Republic. He is co-founder of the International Peace Academy in New York.

Paul Robeson (1898-1976) was a man of towering intellect and accomplishments, valedictorian of his class at Rutgers in 1919, a Phi Beta Kappa scholar and All-American football player. He earned a law degree, but gained international fame as an actor and singer. His unwillingness to take sides in the Cold War and his uncompromising stand against racism led to his persecution by the House Committee on Un-American Activities and the State Department.

Eslanda Robeson (1896-1965) was wife of Paul Robeson and an accomplished woman in her own right. She was the first African American analytical chemist at Columbia Medical Center; she earned a doctorate in Anthropology; appeared in films; published two books; and in 1958, as one of the few women delegates, attended the All-African Peoples Conference in newly independent Ghana.

Jackie Robinson (1919-1972) was the first African American to break the color barrier in professional baseball when he joined the Brooklyn Dodgers in 1947. He was a major supporter of the National Conference of Christians and Jews, serving as National Chairman of its Brotherhood Week in 1968.

Eleanor Roosevelt (1884-1962) was the wife of President Franklin D. Roosevelt. A tireless supporter of human rights, she drafted the Universal Declaration of Human Rights and shepherded its adoption by the United Nations.

Franklin Delano Roosevelt (1882-1945) was elected to an unprecedented four terms as President of the United States. His economic policies are credited with leading the United States out of the Great Depression. He died in office in April 1945, just before the end of World War II.

Dean Rusk (1909-1994) was U. S. Secretary of State under Presidents John F. Kennedy and Lyndon B. Johnson.

Isaac Schapera (1905-2003) was a South African social anthropologist known for his detailed ethnographic and typological study of the peoples of South Africa and Botswana.

Haile Selassie (1891-1975) was the emperor of Ethiopia from 1930 to 1936 when he was deposed by the Italian invaders. The conquest of Ethiopia, the last truly independent nation in Africa, was a precursor to World War II. Restored to power in 1941, Selassie ruled until 1973 when he was ousted, this time due to growing political unrest in Ethiopia.

André P. Sérot (?-1948) was a colonel in the French air force and a member of the U.N. Mission to Palestine. He was killed along with U.N. mediator Count Folke Bernadotte in Jerusalem.

Harold Stassen (1907-2001) was elected Governor of Minnesota in 1938 and was a member of the U.S. delegation to the founding conference of the United Nations in 1945. A Republican, he ran for president several times but never received his party's nomination. During the Eisenhower administration, he directed disarmament studies.

U Thant (1909-1974) was a Burmese diplomat and delegate to the U.N. who served as Secretary-General of the U.N. from 1961-1971. During his tenure he was active in peacekeeping activities.

Norman Thomas (1884-1968) was a socialist and pacifist, and a co-founder of the American Civil Liberties Union. He was three-time Socialist Party presidential candidate.

Harry S. Truman (1884-1972) was the 33rd President of the United States. He took office in April 1945, leading the United States through the final months of World War II. It was his decision to use atomic weapons in Japan. In 1948, he issued Executive Order 981 establishing equality of treatment and opportunity in the racially segregated U.S. Armed Services.

Moise Tshombe (1919-1969) was a Congolese politician and president of the secessionist state of Katanga (1960-1963).

Brian Urquhart (1919-) was a member of the U.N. Secretariat from its founding in 1945 until his retirement in 1986. He worked closely with Ralph Bunche and the first five Secretaries-General on peace and security matters, especially peacekeeping. In 1972, he succeeded Ralph Bunche as Undersecretary-General for Special Political Affairs. His books include *Ralph Bunche: An American Odyssey*, the biography on which the film is based.

George Wallace (1919-1998) was the segregationist governor of Alabama at the time of the Selma to Montgomery voting rights march.

Robert Weaver (1907-1997) became the first black to hold a cabinet post when President Lyndon B. Johnson appointed him head of the newly created Department of Housing and Urban Development (HUD) in 1966.

Walter White (1893-1955) was an important civil rights leader in the first half of the twentieth century. He served as executive secretary of the National Association for the Advancement of Colored People (NAACP).

Roy Wilkins (1901-1981) was executive director of the National Association for the Advancement of Colored People (NAACP) until 1977, and helped organize the historic March on Washington for civil rights in 1963.

Woodrow Wilson (1856-1924) was the 28th President of the United States. At the end of World War I, he proposed Fourteen Points for a lasting peace, including a League of Nations. He was an unapologetic segregationist at home, and opposed women's suffrage. He was awarded the Nobel Peace Prize in 1919.

Malcolm X (1925-1965) was born Malcolm Little, later taking the name El-Hajj Malik El-Shabazz to reflect his conversion to Islam. He was a spokesman for the Nation of Islam until differences with its founder Elijah Muhammad caused him to leave to found his own organization. He was assassinated in 1965, shortly after returning from a pilgrimage to Mecca.

■ People on Screen

Benjamin Nnamdi Azikiwe studied in the United States, including at Howard University. After earning advanced degrees from Lincoln University and the University of Pennsylvania, he returned to Nigeria where he founded a chain of newspapers. In 1963 he became the first president of the Republic of Nigeria, serving until deposed by a military coup in 1966. In 1972, he became chancellor of Lagos University.

Amiri Baraka (LeRoi Jones) is a poet, dramatist and novelist as well as a longtime political activist. A leading figure in the Black arts movement of the 1960s, he established the Black Arts West Repertory Theatre in Harlem, Heckalu Community Centre in Newark, and in 1968, founded the Black Community Development and Defense Organization. He was professor of Africana Studies at SUNY and has lectured at colleges and universities around the country.

Vincent Browne was professor emeritus of government and former Dean of Liberal Arts at Howard University. As dean, Browne was instrumental in developing one of the nation's first programs in African American Studies. In addition to his work with the university, he was Director of the Civil Rights Documentation Project.

William Benson Bryant was an Assistant U.S. Attorney for the District of Columbia from 1951 to 1954. Appointed to the United States District Court in August 1965, he served as Chief Judge from March 1977 to September 1981.

Joan Harris Bunche is the first child of Ralph and Ruth Bunche. She served on the staff of the United Nations Development Program, and was a member of the U.N. mission charged with observing the first democratic elections that took place in the Republic of South Africa in 1994.

Ralph Bunche Jr. is the third child of Ralph and Ruth Bunche. He obtained his Master of Arts degree from the Fletcher School of Law and Diplomacy. He served as executive director of Morgan Stanley-London and as vice-president of JPMorgan in London and New York, and is a financial and development consultant for countries in Africa.

Herschelle S. Challenor is former Dean of the Clark Atlanta University School of International Affairs and Development and chair of the board of directors of the National Summit on Africa, a four-year initiative established to educate the American public about Africa.

Kenneth B. Clark was a psychologist, civil rights activist, and Distinguished Professor Emeritus of Psychology at the City College of New York. Clark was the first African American to receive a doctorate in psychology from Columbia University, and later became the first African American permanent professor at the City College of New York. His studies on the harmful impact of segregation on African American children were critical to the Supreme Court's 1954 decision banning segregation in American schools.

John Henrik Clarke was a historian and educator who did extensive research in early African civilizations and the impact of black peoples' cultures in the world. He authored many books, including American Heritage's two-volume *History of Africa*. In the 1980s, Dr. Clarke taught at Hunter College and Cornell University.

John A. Davis was Professor of African American Studies at City College in New York.

Anwar Dil is an author, linguist and scholar. His published works include *Norman Borlaug on World Hunger* (ed.), *Humans in Universe* (conversations between Dil and Buckminster Fuller), and *Bengali Language Movement to Bangladesh*.

Todd Duncan was the original Porgy in the first run of *Porgy and Bess*, which opened in October 1935 in New York. He was Professor of Voice at Howard University in Washington, D.C. In 1945, he became the first black artist to appear at the New York City Opera. He retired from show business in 1951, but continued teaching and singing until just before his death in 1998.

Abba Eban was Israel's first ambassador to the United Nations. He served in a number of capacities in Israeli politics — as representative in the Knesset (1959-60), as Minister without Portfolio (1960-63), Minister of Education and Culture (1963-1966), Deputy Prime Minister (1966-1974) and Minister of Foreign Affairs (1974).

Robert Edgar is Professor of African Studies at Howard University where he has taught for several decades. He has also taught as a visiting professor at the University of Virginia, Georgetown University, and the National University of Lesotho. He has written extensively on twentieth century African religious and political movements, as well as African-American historical connections with South Africa. He is the author of *An African-American in South Africa: Ralph Bunche's Travel Notes in South Africa, 1937*. Edgar was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Walter Eytan was head of the Israeli Delegation at the Rhodes armistice talks. He served as Director-General of Israel's Ministry of Foreign Affairs and as Ambassador to Paris.

James Farmer was an educator, administrator, and one of the founders of the Congress of Racial Equality (CORE). In 1968, Farmer ran for U.S. Congress on the Republican Party ticket and was defeated by Shirley Chisholm, an African American running as a Democrat. He served in the administration of President Richard M. Nixon as Assistant Secretary of Health, Education, and Welfare. In 1998, he was awarded the Congressional Medal of Freedom.

Lawrence S. Finkelstein was a State Department official, U.N. civil servant and professor of political science, who served under Ralph Bunche in the State Department, and later in the United Nations Secretariat. He was Deputy Assistant Secretary of Defense in the Johnson administration (1965-1966), Academic Acting Dean of the Graduate School, Brandeis University (1967-1969), Secretary and Research Associate, Harvard University Center for International Affairs, (1969-1973), and Professor of Political Science, Northern Illinois University (1973-1995).

John Hope Franklin is James B. Duke Professor Emeritus of History, and for seven years was Professor of Legal History in the Law School at Duke University. He chaired the Department of History at the University of Chicago from 1967-1970, and was the John Matthews Manly Distinguished Service Professor from 1969 to 1982. He is author of *From Slavery to Freedom: A History of African-Americans*, now in its seventh edition. Dr. Franklin is a recipient of the Presidential Medal of Freedom.

Lloyd Garrison is a descendant of the great American abolitionist, William Lloyd Garrison. He was the *New York Times'* first West African correspondent during the 1960s. Garrison covered the Nigerian civil war, but was expelled by the military regime for alleged bias in favor of the Biafran secessionists.

Ernest Gross was an influential American diplomat and lawyer. He held key positions in the State Department and the U.N. during the Cold War and took significant actions against genocide and South African apartheid.

Robert L. Harris, Jr. is Vice Provost for Diversity and Faculty Development and Professor of Africana Studies at Cornell University.

Charles P. Henry holds a Ph.D. in political science and is professor of African American Studies at the University of California at Berkeley. He was chair of the board of directors of Amnesty International USA from 1986 to 1988. Recent works include an edited volume of Bunche's speeches and writings and a biography *Ralph Bunche: Model Negro or American Other?* Henry was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Robert Hill is director of the Marcus Garvey and Universal Negro Improvement Association Papers Project in the African Studies Center at the University of California, Los Angeles, where he is also Associate Professor of History.

Jonathan S. Holloway is Professor of African American Studies, History and American Studies at Yale University. From 1994 to 1999 Professor Holloway served as Assistant Professor in Ethnic Studies at the University of California at San Diego. He is author of *Confronting the Veil: Abram Harris Jr., E. Franklin Frazier, and Ralph Bunche, 1919-1941*. Holloway was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Abdeen Jabara is an attorney practicing in New York City and former president of the American-Arab Anti-Discrimination Committee (ADC) in Washington, D.C.

John H. Johnson founded *Ebony* and *Jet* magazines. Honored for breaking negative stereotypes and building self-respect in the black community, he was also a recipient of the Presidential Medal of Freedom.

Thomas Kanza was an associate of Prime Minister Patrice Lumumba who appointed him to represent the newly independent Congo at the U.N. He later held several posts in the government of Laurent Kabila. He is author of *The Rise and Fall of Patrice Lumumba: Conflict in the Congo*.

Ben Keppel received his Ph.D. from Ralph Bunche's undergraduate alma mater, UCLA, in 1992 and is currently an Associate Professor of History at the University of Oklahoma. In *The Work of Democracy*, he explores Bunche's symbolic importance to early postwar American public life as a symbol of racial progress in the United States, and analyzes the evolution of Bunche's social thought between the late 1920s and early 1960s.

W. Ofuatey-Kodjoe is Director of the Fellowship Program at the Ralph Bunche Institute on the United Nations and has served as Director of the African Studies and Research Institute at Queens College (1973-82). He has written extensively on a variety of international issues including the United Nations, peacekeeping, human rights, and self-determination.

David Levering Lewis is a MacArthur Fellow, and author of several books, including *W.E.B. Du Bois: The Fight for Equality and the American Century* and *Du Bois: Biography of a Race*. He was awarded the Pulitzer Prize for both books. A professor of history at New York University, he has also taught at Rutgers University. Lewis was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Hyland Lewis was Professor of Sociology at Howard University and the first African American professor on the faculty of Emory University.

F. T. Liu was Special Assistant to Ralph Bunche in the Congo and in the office of the Undersecretary-General for Special Political Affairs, as well as director of the International Peace Academy.

Clovis Maksoud is presently Professor of International Relations and Director of the Center for the Global South at American University in Washington, D.C. A lawyer, journalist and diplomat, Dr. Maksoud served as the League of Arab States' Chief Representative to the United States and the United Nations. He was also the League Ambassador to India and South-East Asia from 1961-1966.

William Mashler was Senior Director, Division of Global and International Projects, United Nations Development Program, and headed the initiative to internationalize the Cholera Research Laboratory. He accompanied Dag Hammarskjöld on his fatal peace mission to the Congo in 1961 and was killed when the plane went down in Northern Rhodesia.

Donald McHenry served as Ambassador and U.S. Permanent Representative to the United Nations from September 1979 until January 1981. He also served as a member of President Carter's Cabinet, and as Ambassador and U.S. Deputy Representative to the U.N. Security Council. Currently, Ambassador McHenry is a Distinguished Professor in the Practice of Diplomacy at the School of Foreign Service at Georgetown University, and president of the IRC Group, an international consulting firm.

M. T. Mehdi was President of the American-Arab Relations Committee, and a pioneer in forging both the Arab American and Muslim American identity movements. For almost five decades, until his death in 1998, Dr. Mehdi advocated in support of Palestinian rights and urged greater democracy in Arab nations.

Nina Pierce is a playwright and the granddaughter of Ralph and Ruth Bunche. Her plays have been produced at the Eugene O'Neill Theater Center, the Mark Taper Forum, and the Los Angeles Theater Center.

Indar Jit Rikhye was Chief of Staff of the United Nations Emergency Force in Gaza and the Sinai, and was later appointed Military Advisor to the Secretary-General. Major-General Rikhye also carried out special missions in the Congo, Ruanda-Urundi (now Rwanda and Burundi), West New Guinea, Yemen, Cuba, Israel-Jordan, and the Dominican Republic. He is the co-founder of the International Peace Academy in New York.

Benjamin Rivlin is Director Emeritus of the Ralph Bunche Institute for International Studies and Professor Emeritus of Political Science at the City University of New York, Graduate School and University Center. In 1986, Dr. Rivlin organized and directed a three-day retrospective conference on Ralph Bunche at the City University of New York Graduate Center. This led to the publication of *Ralph Bunche: The Man and His Times*, edited by Professor Rivlin. Rivlin was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Wilhemina Rolark was a civil rights and community activist, attorney and politician. She attended Howard University from 1933-1937 where she studied under Ralph Bunche. In 1970, she founded the National Association of Black Women Attorneys. In 1976, Rolark was elected to represent residents of Ward 8 on the Washington, D.C. city council. In 1994, she was elected President and CEO of the United Black Fund. Rolark also served on the National Board of the Southern Christian Leadership Conference.

Arthur Meier Schlesinger, Jr. is an American historian and author, and was professor of history at Harvard from 1946 to 1961. Schlesinger was a cofounder of the Americans for Democratic Action (1947). He served as an assistant to Democratic presidential candidate John F. Kennedy, and in 1961 was appointed special assistant for Latin American affairs. His study of Kennedy's White House years, *A Thousand Days* (1965), won the Pulitzer Prize for biography. He began teaching at the City University of New York Graduate Center in 1966 and was appointed professor emeritus in 1994.

Daude Sherrill a former gang member turned community activist, played an integral role in initiating the 1992 truce between the Crips and the Bloods, two rival Los Angeles street gangs. With his brother Aquilla, Sherrill operates the Center for Self Determination Institute (CSDI), a non-profit organization dedicated to sustaining the peace process through practical ideas and application.

Edwin M. Smith is Leon Benwell Professor of Law and International Relations at the University of Southern California and has served as advisor to the U.S. Arms Control and Disarmament Agency. He has lectured internationally on United Nations-NATO cooperation in peacekeeping.

Harold Stassen was Governor of Minnesota and a delegate to the founding conference of the United Nations. He ran, unsuccessfully, for U.S. president. From 1948 to 1953, he was President of the University of Pennsylvania and during the Eisenhower administration, he directed disarmament studies.

George Stoney is a documentarian and Professor of Cinema at New York University. An advocate of video as a tool for social change, he has contributed to the medium as both a respected documentarian and as a founder and administrator of public access programs throughout the United States and Canada. In 1976, he helped found the Alliance for Community Media, a nonprofit group that today represents more than 1,000 public access television stations and media centers across the country.

Jane Johnson Taylor was a first cousin of Ralph Bunche, an educator, and the Johnson family historian.

Brian Urquhart worked for the United Nations from its founding in 1945 until his retirement in 1986. He worked closely with Ralph Bunche and the first five Secretaries-General on peace and security matters, especially in peacekeeping. In 1972, he succeeded Ralph Bunche as Undersecretary-General for Special Political Affairs. His books include *Ralph Bunche: An American Odyssey*, the biography on which the film is based. Urquhart was chief scholar-advisor on *Ralph Bunche: An American Odyssey*.

Ronald Walters is the Director of African American Leadership Institute and Distinguished Leadership Scholar at the James MacGregor Burns Academy of Leadership. He is also professor in the Government and Politics Department of the University of Maryland. His books include *African American Leadership*, and, with Cedric Johnson, *Bibliography of African American Leadership: An Annotated Guide*. Walters was a scholar-advisor on *Ralph Bunche: An American Odyssey*.

Robert Weaver was the first African American to hold a cabinet post when, in 1966, President Lyndon B. Johnson appointed him head of the newly created Department of Housing and Urban Development (HUD).

Doxey Wilkerson taught at Virginia State College, Howard University and Bishop College and was faculty and curriculum director for the Jefferson School of Social Science. He served for a dozen years on the national committee of the U.S. Communist Party, edited the *People's Voice* in Harlem and wrote a column for the *Daily Worker*, before resigning from the party in 1957. From 1963 to 1973 he chaired the Education Department of Curriculum and Instruction at Yeshiva University. His published works include *Educating All Our Children*, *Human Potential and Diversity*, and *Special Problems of Negro Education*.

■ A Note on Internet Resources

One of the difficulties of publishing a list of Internet resources is that websites come and go. Often, sites that are up and running one year have disappeared the next, and websites that appear after a publication date are overlooked, no matter their quality. We encourage teachers to help students learn how to formulate effective search strings, so that they can use search engines to locate the most up-to-date and useful websites for their research.

A few simple guidelines for constructing effective searches:

- Enclose proper names or topic titles in quotation marks. As of December 2005, "John Doe" yields nearly three million hits on Google. Omit the quotation marks and there are over fourteen million hits. "Colonial Africa" results in 178,000 hits, while omitting the quotation marks results in over twelve million.
- When searching for a name or term that may have multiple meanings or contexts, add another term or two to help narrow it down. For example, <racism> yields nearly 35 million hits, while <racism "United States" 1950s> narrows the field to a million and a half hits, and <racism "United States" 1950s Bunche> brings it down to 9,440.
- Use the "find in top window" or "find on this page" feature to quickly scan documents. To find references to Ralph Bunche within a longer document, for example, open the document, then use the edit function to search for "Bunche." That will take you directly to the place in the document where Bunche is mentioned. Repeated clicking on the "find" button will locate any additional references.
- Familiarize yourself with the protocols for whichever search engine you use. Some allow you to narrow a field with a plus command or the use of the connector "and." You can also exclude possibilities in your search string. In some search engines, this is done with a minus sign, in some with a "not" command. Google provides an advanced search screen that lets you refine searches. A search for Martin Luther minus King, for example, will give you a much more useful list of links relating to Martin Luther, who began the Reformation, than if you don't exclude King from the search.
- If you don't find what you expect to find when you search an address, try changing the suffix. Whitehouse.gov, for example, will lead you to the White House. Other suffixes will not. One leads to an adult site and another leads to a parody site. Filtering software may block some of these locations. The .org suffix indicates an organization website, and a .edu suffix signals an educational institution. A .com suffix signals a commercial site, more likely to have something to sell and less likely to be balanced or scholarly.
- Help students remember that just because it's in print on the Internet, doesn't make it true. Encourage them to look for conflicting accounts and opinions, and to critically evaluate the sources of information they find.

■ Suggested Websites and Other Resources

<http://www.ralphbunche.com>

The homepage for both *Ralph Bunche: An American Odyssey* and *Ralph Bunche, the odyssey continues*.... Links to photographs, biographical information, and support materials for teachers.

<http://www.pbs.org/ralphbunche>

This address points to information about the two-hour film, *Ralph Bunche: An American Odyssey*, including links to photographs, summaries of key events and accomplishments in Dr. Bunche's life, and related educational materials. *Ralph Bunche, the odyssey continues*... is an expanded version of this documentary that aired nationally on PBS.

<http://www.ralphbunchecentenary.org/>

The homepage for the Ralph Bunche Centenary celebrations which took place in 2003-2004, with links to photos, bibliographies, and other resources.

<http://www.un.org>

The homepage for the United Nations, including links to the Cyber School Bus (educational support materials) and Model U.N. program.

<http://nobelprize.org/>

The homepage for the Nobel Foundation, including links to information about the Peace Prize, lists of Peace Prize winners, their acceptance speeches, and biographies.

<http://cia.gov>

The homepage for the Central Intelligence Agency, including links to The World Factbook, a public domain resource of facts and maps about every country in the world.

<http://americanmemory.org>

A digitalized collection of millions of artifacts from the Library of Congress, the American Memory Historical Collections contains primary sources — photos, videos, audio recordings, maps, handwritten journals, and more.

<http://www.socialstudies.org>

The homepage of the National Council for the Social Studies, with links to teaching resources, lesson plans, and standards.

Infinite Patience, Indomitable Will: Ralph Bunche: His Struggle for Peace and Justice, a curriculum based on primary source documents developed by the National Center for History in the Schools at UCLA. For ordering information and sample lessons from world and U.S. history based on primary sources, go to:

<http://www.sscnet.ucla.edu/nchs/>

The United Nations: Challenges and Change, a curriculum for secondary level students produced by Choices for the 21st Century Education Program, Watson Institute, Brown University. For information and ordering, go to:

http://www.choices.edu/curriculum_unit.cfm?id=39

■ Map Resource Websites

The following websites have a variety of maps, including some that can support one or more modules in *Ralph Bunche, the odyssey continues...*

■ General world and national maps

<http://www.cia.gov/cia/publications/factbook/docs/refmaps.html>

World Fact Book Reference Maps, with searchable database

<http://www.nationalgeographic.com/maps/>

National Geographic maps, with searchable database and Map Machine, a mapmaking feature that allows user to compile thematic and other maps of specific interest

<http://www.un.org/Depts/Cartographic/map>

United Nations maps, searchable database

■ Historical maps of Israel and Palestine

<http://www.mideastweb.org/maps.htm>

Middle East Maps

<http://www.mideastweb.org/unpartition.htm>

U.N. Partition Plan, 1947

<http://www.mideastweb.org/1949armistice.htm>

Israel/Palestine Boundaries Negotiated in 1949

<http://www.mideastweb.org/israelafter1967.htm>

Territory Occupied by Israel during the Six Day War

<http://www.unimaps.com>

Historical and contemporary maps of the Mideast

■ Historical and contemporary maps of Africa

<http://www.Afriterra.org>

Non-profit Cartographic Library and Archive of Rare Historical Maps of Africa, many online with high-resolution zoom feature

<http://www.un.org/Depts/Cartographic/map/profile/drcongo.pdf>

Democratic Republic of the Congo

<http://www.globalissues.org/Geopolitics/Africa/Intro.asp#AfricaMaps>
[ShowingModernandPre-ColonialAreas](#)

colonial empires in Africa and modern African states with dates of independence

<http://www.wwnorton.com/college/history/worldciv/resource/newafric.htm>

Africa in 1990 showing countries independent prior to and after 1945

<http://www.unimaps.com>

Historical and contemporary maps of Africa, including map of 1960-1964

Congo crisis, <http://unimaps.com/congo-crisis/>

■ Historical maps of the Cold War

<http://www.cnn.com/SPECIALS/cold.war/kbank/maps/>

Interactive maps detailing the impact of the Cold War on political boundaries, designed to accompany the CNN series *Cold War*

<http://history.acusd.edu/gen/20th/coldwarmaps.html>

Maps of the cold war from the University of San Diego History Department webpage of map collections

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(This biography was the primary resource for *Ralph Bunche: An American Odyssey* and for *Ralph Bunche, the odyssey continues...*)

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Ann Arbor: University of Michigan Press, 1996.

Jonathan Holloway*

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Ben Keppel*

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■ Timeline

	In the United States	In Ralph Bunche's Life	In the World
1903	First flight at Kitty Hawk; U.S. Supreme Court upholds clauses in Alabama constitution which disenfranchise blacks; reports of 84 blacks being lynched	Ralph Bunche born Aug. 7 (as Ralph Bunch) in Detroit to Fred Bunch and Olive Johnson Bunch	Panama secedes from Colombia, signs treaty with U.S. to build Panama Canal
1904	Theodore Roosevelt elected to second term		Russo-Japanese War begins
1905	Niagara Movement founded by black intellectuals and activists demanding complete equality		Revolution in Russia: massive strikes, armed protests challenge rule of Czar Nicholas II
1906	John Hope becomes first black president of Morehouse College; Atlanta race riot		
1907		Fred Bunch moves his family to Cleveland, OH, and from there to Knoxville, TN and Toledo, OH	Second Hague Peace Conference establishes rules of war, including humane treatment of prisoners, and prohibitions against use of poison weapons and killing of surrendering soldiers
1908	Taft elected president; Jack Johnson wins heavyweight championship		
1909	NAACP founded	The Bunch family moves back to Detroit; Olive Bunch and her two children move in with the Johnson family	
1910	First issue of <i>Crisis</i> magazine published, edited by W.E.B. Du Bois		Union of South Africa established by Great Britain
1911	National Urban League established		Chinese Revolution
1912	Woodrow Wilson elected president		
1913	Wilson administration segregates federal bureaucracy		
1914			World War I begins
1915	Ku Klux Klan chartered in Georgia; start of Great Migration to the North	The Johnson and Bunch families move to Albuquerque, NM	Armenian Genocide

	In the United States	In Ralph Bunche's Life	In the World
1916	Woodrow Wilson re-elected president	Fred Bunch leaves home to look for work up North, and is not heard from again	
1917	U.S. enters World War I; East St. Louis race riot; "Silent Parade" down Fifth Avenue to protest lynchings	Olive Bunch dies of tuberculosis; Bunche's grandmother moves the family to Los Angeles and changes her grandchildren's family name to Bunche	Russian Revolution; Czar Nicholas II abdicates
1918			Armistice signed, ending World War I hostilities
1919	First Pan-African Congress meets in Paris under guidance of W.E.B. Du Bois; "Red Summer:" hundreds of blacks killed in 26 race riots in cities across the country		World War I officially ends with Treaty of Versailles
1920	Women gain right to vote; 25,000 blacks hear Marcus Garvey speak in Madison Square Garden		League of Nations established
1921	Tulsa, OK race riots; beginning of the Harlem Renaissance		
1922	Anti-lynching bill killed by Senate filibuster	Ralph Bunche graduates from high school as valedictorian; wins scholarship to UCLA	Mussolini marches on Rome
1923	Beginning of Great Migrations during the 1920s; 500,000 blacks left the South to settle in the North		
1924	Calvin Coolidge elected president		
1925	Scopes (Monkey) Trial; Brotherhood of Sleeping Car Porters organized by A. Philip Randolph		Hitler publishes <i>Mein Kampf</i>
1926	First Negro History Week, later expanded to Black History Month; Mordecai Johnson named first black president of Howard University		
1927		Bunche graduates from UCLA summa cum laude; wins scholarship to Harvard	

	In the United States	In Ralph Bunche's Life	In the World
1928	Oscar De Priest is first African American elected to Congress from the North	Bunche earns Master's degree from Harvard; joins the Howard University faculty	Kellogg-Briand Pact renouncing war between U.S., France, Germany, Britain, Ireland, Italy, Belgium, Japan, Poland, and Czechoslovakia
1929	Stock Market crash; Martin Luther King, Jr. born	Bunche organizes and chairs the Political Science Department at Howard	Worldwide depression
1930		Bunche marries Ruth Ethel Harris; begins course work for doctoral dissertation at Harvard	Gandhi leads Salt March
1931	Scottsboro case	Daughter Joan Harris Bunche born	
1932	Franklin D. Roosevelt elected president	Bunche does field research in Europe and West Africa for doctoral dissertation on colonial administration	
1933	Franklin D. Roosevelt launches New Deal	Daughter Jane Harris Bunche born	Hitler becomes Chancellor of Germany; first Nazi concentration camps built; Germany and Japan withdraw from League of Nations
1934	The Dust Bowl; DuBois resigns from NAACP	Bunche earns Ph.D. in government and international relations from Harvard	
1935	Mass meetings by blacks to protest invasion of Ethiopia; <i>Porgy and Bess</i> opens on Broadway		Anti-Jewish legislation in Germany; Italy invades Ethiopia
1936	Jesse Owens wins four gold medals at Olympics in Berlin; Franklin D. Roosevelt elected to second term	<i>A World View of Race</i> published; Bunche co-founds National Negro Congress; is awarded fellowship to study impact of colonialism on indigenous peoples and societies	Spanish Civil War begins
1937	Joe Louis is heavyweight boxing champion	Bunche embarks on study of colonialism, does field research throughout Africa and the Far East	Japan invades China; Italy withdraws from League of Nations
1938	U.S. Supreme Court rules that states must provide equal education facilities to blacks	Bunche returns to U.S. and to teaching at Howard; begins work on <i>An American Dilemma</i> with Gunnar Myrdal	Hitler annexes Austria; Kristallnacht
1939			World War II begins; Warsaw surrenders to Nazis, Nazis and Soviets divide Poland, Soviets attack Finland, are expelled from League of Nations

	In the United States	In Ralph Bunche's Life	In the World
1940	Franklin D. Roosevelt elected to 3 rd term; Benjamin O. Davis is first Black American to be made a U.S. army general	Bunche resigns from National Negro Congress	Holland, Belgium, Norway surrender to Nazis; Battle of Britain begins; Italians invade Egypt; Soviets take Latvia, Lithuania, & Estonia; Vichy government in France cooperates with Nazis
1941	Japanese bomb Pearl Harbor, U.S. enters World War II; first Army Air Corps squadron for black cadets formed; in response to threatened March on Washington, President Truman issues Executive Order 8802 forbidding discrimination in war industries	Bunche accepts position as senior social science analyst with the newly created U.S. Office of the Coordinator of Information	British advance into Somaliland, Germans arrive in North Africa, invade Greece and Yugoslavia; Allies invade Syria and Lebanon; Churchill and Roosevelt issue Atlantic Charter; first gas chambers used at Auschwitz; U.S. enters war
1942	Congress of Racial Equality (CORE) organized; internment of Japanese-Americans	Bunche appointed head of Africa Section, research and analysis branch of OSS; attends Pacific Relations Institute conference in Quebec	Declaration of the United Nations signed by 26 Allied nations
1943	<i>Othello</i> opens on Broadway with Paul Robeson in title role	Son Ralph J. Bunche, Jr. born	German and Italian troops surrender in North Africa; Italy surrenders
1944	Franklin D. Roosevelt elected to fourth term; United Negro College Fund incorporated	Bunche begins work at the State Department; <i>An American Dilemma</i> is published	D-Day (June 6); Soviet troops liberate concentration camp at Majdanek; liberation of Paris, Battle of the Bulge
1945	Franklin D. Roosevelt dies; Truman sworn in as president	Bunche is an advisor to U.S. delegation to the San Francisco conference setting up United Nations	Victory in Europe Day (May 8); U.S. drops atomic bombs on Hiroshima & Nagasaki; World War II ends; U.N. Charter ratified
1946	U.S. Supreme Court bans segregation in interstate bus travel; wave of lynchings of black World War II vets; Truman creates Committee on Civil Rights	Bunche is member of first U.S. delegation to U.N. General Assembly meeting in London; resigns from State Department; joins U.N. secretariat as Director of Trusteeship Division	
1947	Jackie Robinson joins Brooklyn Dodgers	Bunche assigned to the United Nations Special Committee on Palestine (UNSCOP)	Marshall Plan helps rebuild Europe; India gains independence from Great Britain; U.N. convenes first special session on Palestine; votes for partition of Palestine

	In the United States	In Ralph Bunche's Life	In the World
1948	Truman elected president; issues Executive order No. 9881 abolishing segregation in the military	Bunche appointed principal secretary of U.N. Special Committee on Palestine and Acting U.N. Mediator on Palestine after assassination of Bernadotte; works with Eleanor Roosevelt to effect adoption by U.N. of the Universal Declaration of Human Rights	Gandhi assassinated; State of Israel founded; first Arab/Israeli war; Berlin blockade; U.N. adopts Declaration of Human Rights
1949	Riot prevents Paul Robeson from performing on schedule at Peekskill, NY; William Hastie first black to sit on U. S. Circuit Court	Bunche mediates armistice agreements between Israel and Egypt, Transjordan, Lebanon, and Syria; Bunche awarded NAACP Spingarn Medal	Chinese communists win power struggle on mainland; NATO established; USSR tests first atomic bomb; apartheid established in South Africa
1950	McCarthy launches anti-communist crusade	Bunche wins Nobel Peace Prize	Korean war breaks out
1951	Jet Magazine founded		
1952	Eisenhower elected president; first year in 71 years of tabulation that no lynchings are reported	Bunche accused by McCarthyites of harboring Communist sympathies	U.N. Secretary General Trygve Lie announces his resignation
1953	U.S. Supreme Court bans segregation in Washington, D.C. restaurants	Bunche coordinates U.N.'s "Atoms for Peace" project	Dag Hammarskjöld is appointed Secretary-General of U.N.; Korean armistice signed
1954	Supreme Court rules in Brown v. Topeka Board of Education that racial segregation in schools is unconstitutional	U.S. Loyalty Board clears Bunche of disloyalty charges; Bunche is appointed Undersecretary-General of U.N.	French defeated in Vietnam, withdraw by 1956
1955	Montgomery bus boycott; Marian Anderson becomes first black singer at Metropolitan Opera	Bunche reorganizes U.N. Secretariat; oversees creation of the International Atomic Energy Agency (IAEA)	Warsaw Pact signed
1956	Eisenhower wins second term; Montgomery city buses integrated	Bunche organizes and directs first U.N. Emergency Peacekeeping Force in response to Suez crisis	Hungarian Revolution; U.N. creates first Emergency Peacekeeping Force in response to Suez crisis; Sudan proclaims independence
1957	Federal troops ordered to Little Rock to protect students integrating high school; Congress passes Civil Rights Act of 1957	Bunche appointed U.N. Undersecretary-General for Special Political Affairs overseeing all peacekeeping activities; addresses the opening session of the IAEA in Vienna	Ghana becomes the first state in sub-Saharan Africa to win independence; Soviet Union launches Sputnik; Suez crisis resolved

	In the United States	In Ralph Bunche's Life	In the World
1958	NAACP Youth Council members begin sit-ins at lunch counters in Oklahoma	Bunche begins treatment for diabetes; continues to work with Hammarskjöld in U.N. to defuse tensions in Middle East	Coup in Iraq under Abdul Karim Kassem; crisis in Lebanon; second International Conference on the Peaceful Uses of Atomic Energy; USSR grants loan to Egypt for Aswan Dam
1959	Motown Records established		Cuban revolution
1960	John F. Kennedy elected president; sit-ins spread to fifteen cities in five southern states	Bunche directs U.N. technical assistance and peacekeeping operations in the Congo	Sixteen African nations, including the Congo, gain independence
1961	Peace Corps founded; first Freedom Riders organize bus rides through Southern states		Congo Prime Minister Patrice Lumumba kidnapped and killed; Dag Hammarskjöld dies in plane crash on peacemaking mission to Congo; Sierra Leone and Tanzania proclaim independence
1962	Cuban Missile Crisis; sit-ins in Cairo, Illinois; rash of arson at black churches in Georgia; Gov. Barnett in Mississippi defies federal order to admit James Meredith to U. of Mississippi	Bunche speaks out against racial discrimination at the United Auto Workers convention	Algeria wins independence from France; Jamaica, Trinidad-Tobago, Uganda proclaimed independent
1963	Medgar Evers assassinated; Martin Luther King, Jr., leads March on Washington; President Kennedy assassinated; bombing of black church in Alabama kills four young girls	Bunche speaks at March on Washington; receives Medal of Freedom from President Johnson; sets up U.N. observation mission in Yemen	Kenya declares independence from Britain; U.N. troops enter Katanga ending secession threat in Congo
1964	Johnson elected president; Gulf of Tonkin Resolution authorizes Johnson to send combat troops to Vietnam; Civil Rights Act passed by Congress; riots in urban ghettos; Malcolm X resigns from Nation of Islam, founds Organization for Afro-American Unity; Martin Luther King, Jr., wins Nobel Peace Prize	Bunche organizes and directs peacekeeping forces in Cyprus; visits U.N. Observation post in Kashmir; continues to speak out against racism in United States and world at large	Nelson Mandela sentenced to life in prison in South Africa; crisis in Cyprus; Malawi, Zambia proclaimed independent
1965	Troop strength in Vietnam tops 200,000; Malcolm X assassinated, setting off riots; Martin Luther King, Jr. leads Selma-Montgomery Voting Rights Campaign; President Johnson signs Voting Rights Bill; massive anti-Vietnam War rally at U.N.	Bunche joins Martin Luther King, Jr. in second Selma-Montgomery March; supervises cease-fire following Indo-Pakistan war	Rhodesia, under white rule, declares independence from Britain; crisis in Kashmir

	In the United States	In Ralph Bunche's Life	In the World
1966	U.S. begins bombing North Vietnam; Robert C. Weaver becomes first black cabinet member; Black Panther party founded; violent racial disturbances in 43 cities	Daughter Jane dies, an apparent suicide	Start of Cultural Revolution in China
1967	Martin Luther King, Jr. speaks out against Vietnam war; Thurgood Marshall becomes first black U.S. Supreme Court justice; race riots in 75 cities	Bunche warns U.N. that situation on the Egyptian-Israeli frontier is more menacing than any time since 1956; is unsuccessful in forestalling withdrawal of U.N. troops from Sinai and is blamed; opposes Martin Luther King's efforts to combine the civil-rights and anti-Vietnam war movements	Nasser demands that U.N. troops withdraw from Egypt; Six-Day War in Middle East; China explodes its first hydrogen bomb
1968	Martin Luther King, Jr. assassinated; U.S. Congress passes Civil Rights Bill; Robert F. Kennedy assassinated; Nixon elected president; troop strength in Vietnam peaks at 549,500; Apollo 7 launched, orbits Earth for eleven days	Bunche writes "Notes on the Black Revolution" in response to urban riots of the mid-1960s and white backlash; Ralph Bunche, Jr. is called up for military service	Students in Paris demonstrate, sparking sympathy strikes throughout country; Soviet Union invades Czechoslovakia; African nations boycott Summer Olympics in Mexico, protesting South African participation; War of Attrition between Israel and Egypt begins
1969	Neil Armstrong is first man to walk on the moon; U.S. Supreme Court rules suspension of Adam Clayton Powell, Jr. from House of Representatives unconstitutional	Ralph Bunche, Jr. leaves for combat duty in Vietnam; Bunche gives Race and Alienation address at East-West Philosophers Conference in Honolulu	Yasser Arafat becomes leader of Palestinian Liberation Organization (PLO); first test flight of Concorde SST in France; Golda Meir becomes Prime Minister of Israel; coups in Libya and Somalia
1970	Courthouse shootout in California kills four, including presiding judge, activist Angela Davis charged as accomplice	Bunche mediates dispute between Britain, Iran and Bahrain; Ralph Bunche, Jr. returns from Vietnam	Aswan High Dam completed in Egypt
1971	Congressional Black Caucus organized; U.S. Supreme Court rules busing is constitutional; Pentagon reports blacks are 11% of U.S. soldiers in Southeast Asia, 12.5% of fatalities.	Bunche retires due to ill health, dies on December 9th	Bangladesh (East Pakistan) breaks with Pakistan; China joins U.N.

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more 

Maps

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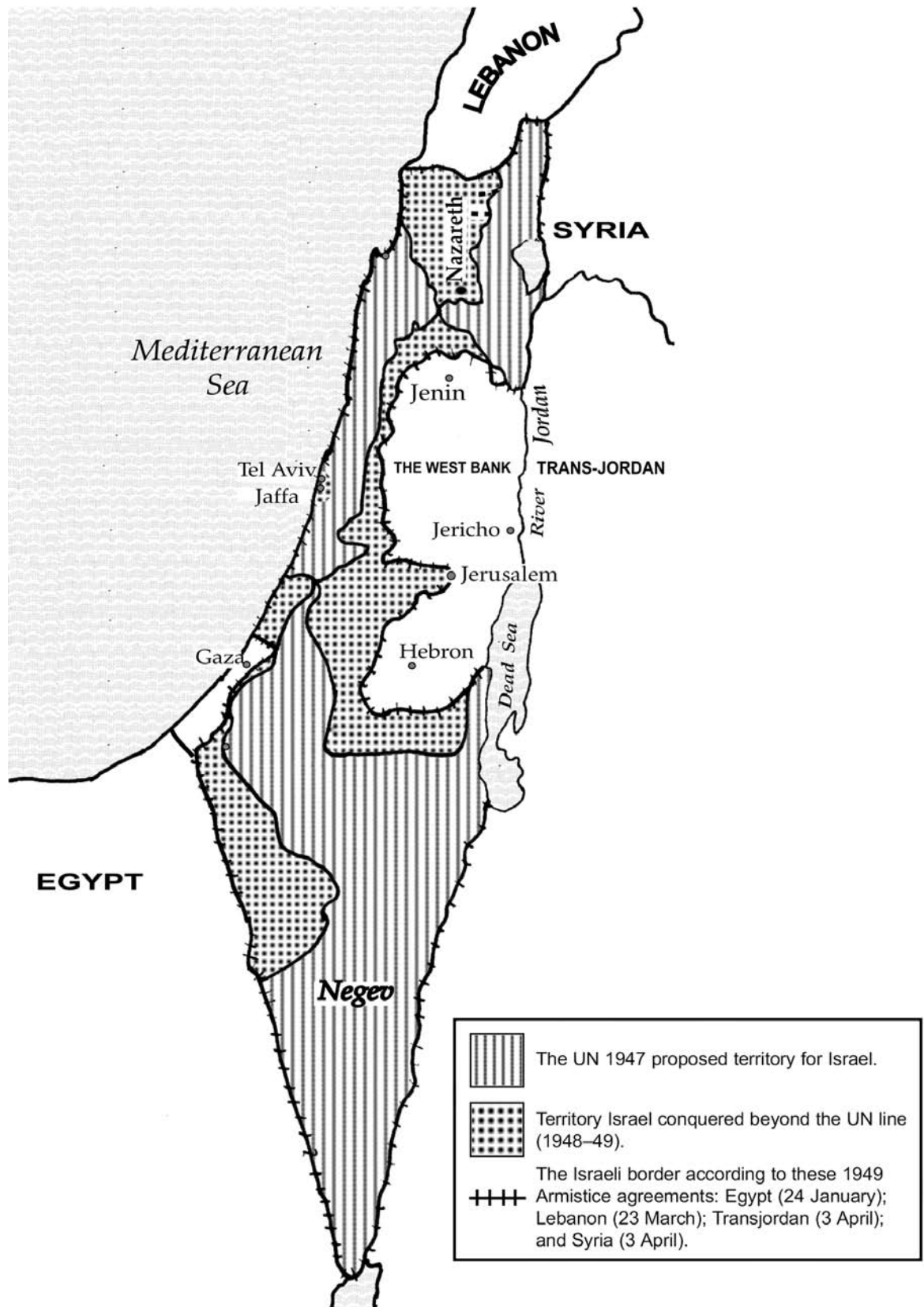
Other Ralph Bunche materials and educational resources,
including this Teacher's Guide, are available in printable pdf format at:
www.ralphbunche.com

For information about other educational films
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www.williamgreaves.com

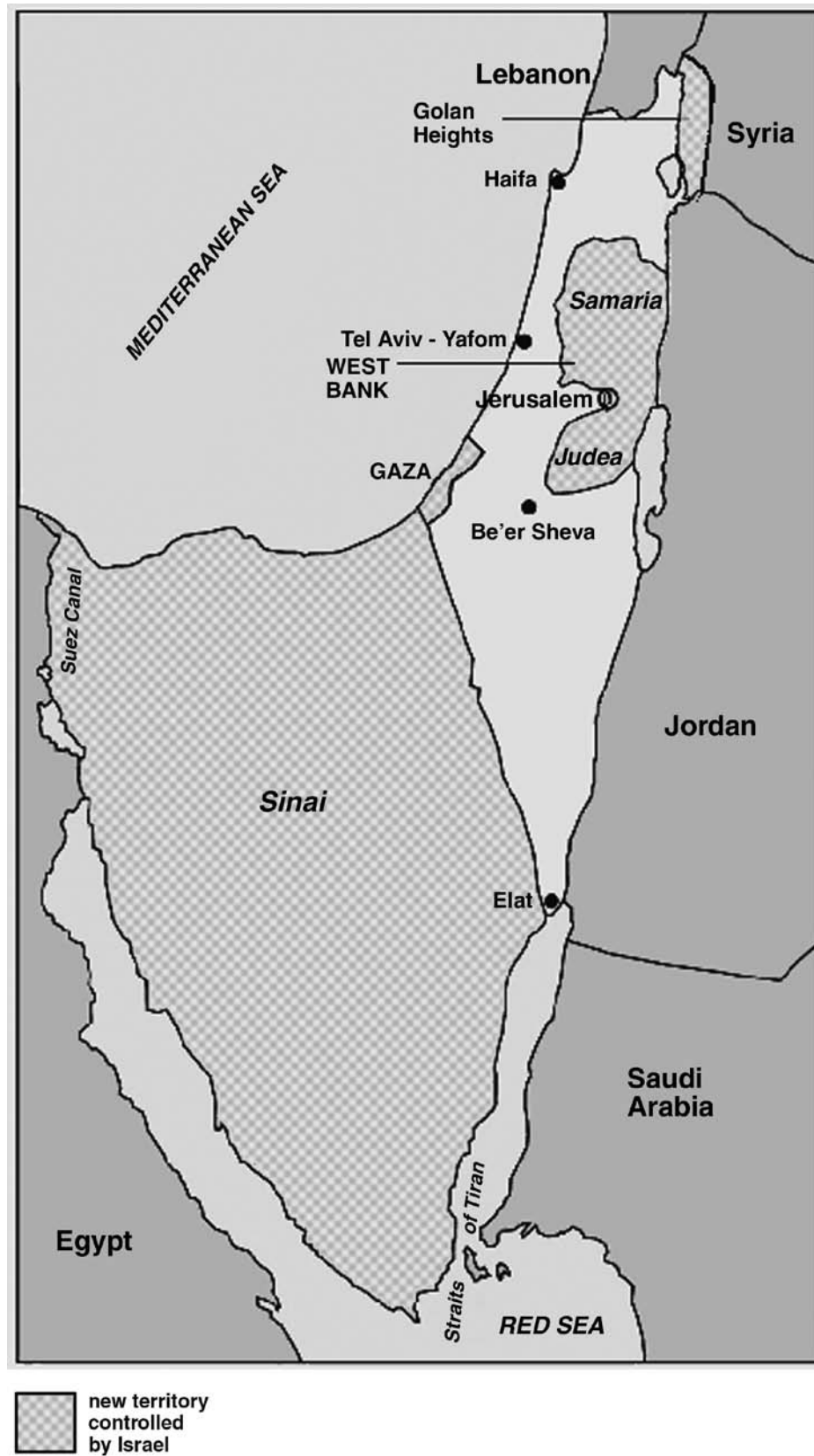
United Nations Partition Plan for Israel and Palestine, 1947



Territories Held by Israel and Palestine at Time of 1949 Armistice



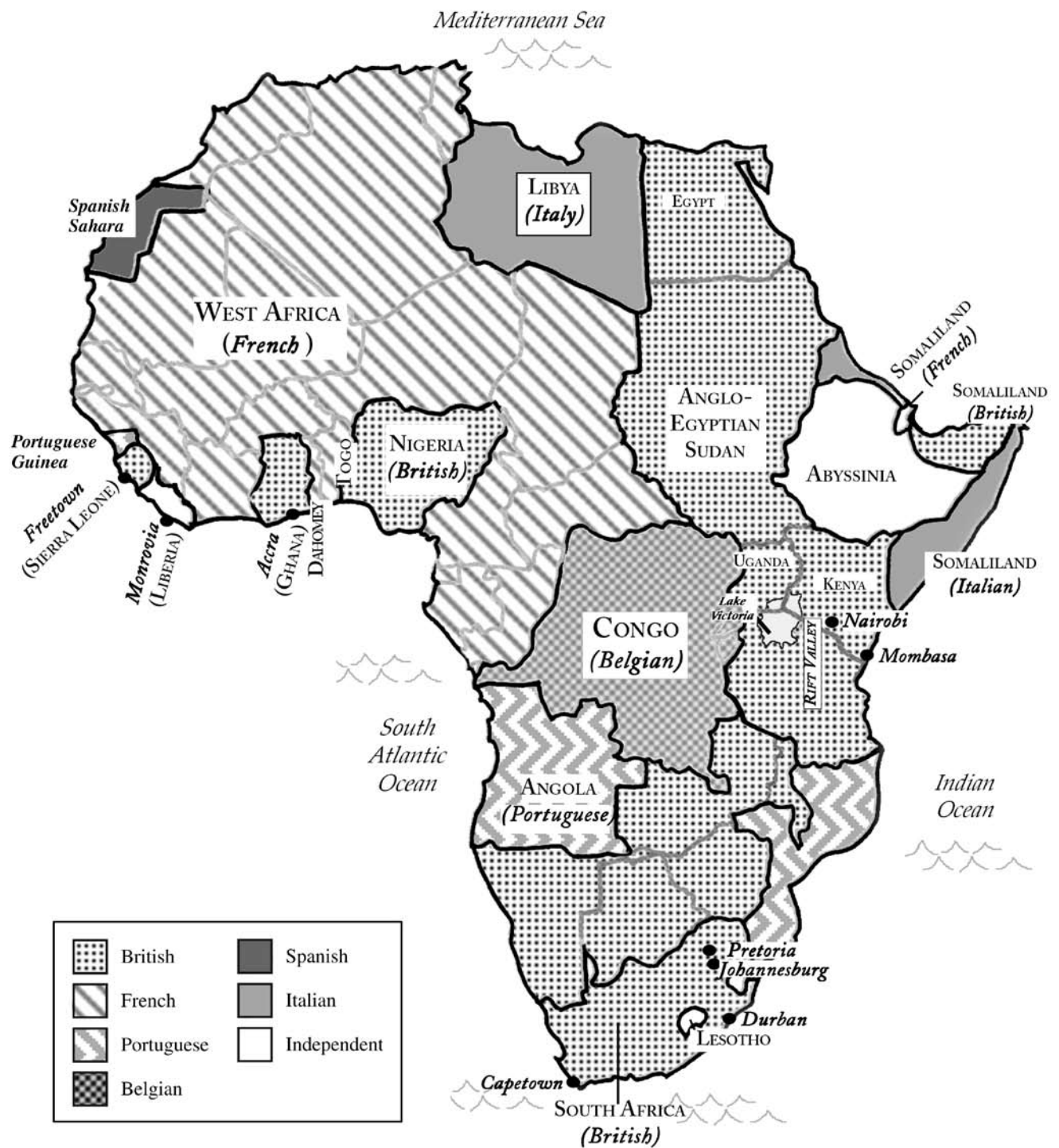
**Boundaries of Territory Controlled by Israel and Palestine
at End of Six-Day War, 1967**



Democratic Republic of Congo Showing Contemporary and Colonial-Era Names of Cities and Geographical Features



Africa circa 1937 (prior to the invasion of Abyssinia)



Ralph Bunche

the odyssey continues...

1

MODULE

Early Years/ Early Influences

■ Synopsis



24 minutes

“Early Years/Early Influences” follows Ralph Bunche from his birth in Detroit in 1903 to 1927 when he is offered a scholarship to do post-graduate study at Harvard. The module opens with a brief overview of Dr. Bunche’s career and achievements and goes on to chronicle his experiences growing up in America during the first decades of the twentieth century. It includes personal remembrances and accounts of family and friends describing:

- the Johnson family background;
- the tragic loss of his parents and the support he receives from a large, extended family;
- the important influence of his maternal grandmother, Lucy Taylor Johnson;
- his life-long love of sports and learning;
- overcoming the challenges of racism and poverty;
- graduating *summa cum laude* from UCLA;
- his decision to continue his studies at Harvard.

■ Historical Background

At the turn of the century, the nation was fewer than four decades from the end of the Civil War. The end of reconstruction in 1877 was followed by the reestablishment of white minority power throughout the South. These years saw the founding of the Ku Klux Klan and other white supremacist groups whose agenda included suppressing the black vote and consolidating the white hold on economic and political power through a campaign of terror and passage of so-called Jim Crow laws. Like many other Americans in the decades following the Civil War, a significant number of African Americans went West looking for a better life. Nevertheless, at the beginning of the twentieth century, 9 out of 10 African Americans still lived in the south, most as sharecroppers or tenant farmers. By the early 1900s, however, African Americans by the thousands began to migrate to northern industrialized cities, looking for work and for an opportunity to escape grinding poverty, discrimination and segregation. During the same period, European immigrants were also flooding into these same cities, looking for jobs and better living conditions for themselves and their families.

In the world at large, powerful European nations continued to enlarge their colonial possessions overseas. The United States, having consolidated its hold on the continental mainland, turned its expansion outwards, acquiring Alaska, Hawaii, the Philippines, Puerto Rico, Guam, American Samoa, and the Canal Zone. At the Berlin Conference of 1884-5, fourteen European powers, including England, France, Belgium, Germany and Portugal, divided up the remaining unclaimed areas of the African continent among themselves, with little or no regard to existing societies, languages or political boundaries, for the express purpose of exploiting the natural resources of the continent.

In This Module (in order of appearance)

TERMS TO KNOW

armistice, negotiate, Nobel Peace Prize, Great Migration, League of Nations, Red Summer, valedictorian, summa cum laude, Phi Beta Kappa, intellectual, spiritual

PEOPLE REFERENCED

Lucy Taylor Johnson (Nana),
Olive Johnson Bunch, Fred Bunch

PLACES REFERENCED

Israel, Egypt, Transjordan,
Syria, Lebanon, Texas, Detroit,
Albuquerque, Los Angeles

PEOPLE ON SCREEN

Dr. John Hope Franklin,
Dr. Jonathan Holloway,
Jane Johnson Taylor,
Dr. Robert C. Weaver

■ Family Background

Ralph Bunche's maternal grandmother, Lucy Taylor, had been born into slavery in Missouri in 1855. His maternal grandfather, Thomas Nelson Johnson, had graduated from Shurtleff, a small college in Alton, Illinois just 25 miles north of St. Louis. Johnson was a teacher, and one of his students was Lucy Taylor. They married and had five children, the second of whom was Olive, Ralph Bunche's mother. Little is known about the family background of his father, Fred Bunche, who was a barber by trade.

In 1914, when World War I broke out, Ralph Bunche was 10 years old. By the time it ended in 1918, the war claimed 9 million lives worldwide. The war was followed by a pandemic of influenza, which took the lives of an estimated 21 to 50 million more. African American soldiers served in segregated units, and when they came home from the war, many believed they had earned the right to be treated as first class citizens. Their efforts to claim their rights were met by violence, especially in the industrial cities of the north. During the first decade after the war, prosperity and consumerism were on the rise. African American migration to the cities of the north continued. In Harlem, a remarkable flowering of African American art and culture took place, which became known as the Harlem Renaissance.

■ Relevant Standards

National Council for the Social Studies Strands

Strand IV. Individual Development and Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (c) describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; (f) analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

Strand V. Individuals, Groups and Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (a) apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

National Center for History in the Schools Standards

Standard 2. Historical Comprehension

The student thinks chronologically:

Therefore the student is able to

- F. Appreciate historical perspectives (a) describing the past through the eyes and experiences of those who were there and (b) considering the historical context in which the event unfolded.

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

■ Map Connection

On a map of the United States, locate Ralph Bunche's places of residence: Detroit, Albuquerque, and Los Angeles.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

- OPINION** Are there any buildings named after people in your school, school district, or neighborhood? What are some of the reasons people might have buildings named after them? What qualities, opportunities, and kinds of support do you think people need in order to be successful? What lessons did you learn from your parents, guardians, caregivers, and/or friends about how to succeed?

RECALL Who are some of the people you know of who have changed history in some way for the better?

HISTORICAL CONTEXT Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

■ **While You Watch** (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. According to Jane Johnson Taylor, Ralph's cousin, Bunche enjoyed an advantage growing up in the Johnson family. What was that advantage?
[He grew up surrounded by adults who loved to talk and used wonderful vocabulary.]
2. What incident shows how Ralph's mother Olive stands up for her rights? What does Ralph learn from it?
[She refuses to be moved to the back of a movie theater, telling the manager that her money was the same color as anyone else's. Ralph learns "You stand up, you have dignity, and you resist when people want to discriminate."]
3. How does Nana succeed in obtaining a good education for her grandson, Ralph?
[When the high school places him in the non-academic track, she insists that the school transfer him into academic courses such as algebra and French that will prepare him for college.]
4. Why does James Weldon Johnson characterize the summer of 1919 as the Red Summer?
[Because of the racial riots that took place in many cities across the country, especially in the North.]
5. Why does Ralph feel like dropping out of school? How does Nana respond?
[Although he is at the top of his high school graduating class, he is excluded from the city-wide honor society because of race. Nana won't let him drop out. She tells him "Always protect your self-respect and your dignity. Never pick a fight but never run away from one either."]

6. How does Ralph Bunche describe Nana's feelings about race?

[Answers may include the following: She was proud of being black and chose to be considered black even though she could have passed for white; "Nana could be regarded as an 'optional Negro.' She was entirely Caucasian in appearance. Her twin brother passed as white, but Nana was all black pride inside. Everyone got the race pride message very early in life."]

7. What achievements and honors does Ralph earn at U.C.L.A.?

[Answers may include the following: He is a key player on the basketball team; participates in a debating society; graduates summa cum laude and Phi Beta Kappa; gives the valedictory address; wins a scholarship to Harvard.]

8. What personality traits do people ascribe to Ralph Bunche?

[Answers may include the following: competitive; determined; hard working; sociable; outgoing; affable; fun to be with.]

9. In his U.C.L.A. valedictory address, what does Bunche say is needed in the world?

[Answer should include at least one of the following: for the world to live in peace; we need to love more and hate less; we need to be more spiritual, not to be more intellectual; not to think less, but to feel more; we need to act on our principles and beliefs.]

10. How is Ralph Bunche able to attend graduate school at Harvard?

[He wins a scholarship to cover his tuition, and a local black women's club raises money to cover his living expenses.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. What were some of Ralph Bunche's accomplishments?
2. From events recounted in the video, what did we learn about racial attitudes in the U.S. in the first decades of the twentieth century?
3. What was Ralph Bunche's family life like?
4. If Ralph Bunche were to ask you to write a letter of recommendation for him in connection with his application for admission to UCLA as a freshman (or to Harvard as a graduate student) what would your letter say about him?

■ Digging Deeper — Activities and Research Projects

1. Ask students to identify a building, a park or an institution in their community named after someone they know very little about. Ask them to research the history of that person to find out why he or she was honored this way. Ask the students to prepare a poster board display that will communicate what they learned. The board might include pictures of the building and the person, headlines, timelines, copies of newspaper clippings, or other items they find or create that will help to illustrate what they've learned about that person's life.
2. Give students the following quotation from Ralph Bunche's college commencement speech, "The Fourth Dimension of Personality:"

"Man professes strict moral codes; promulgates them through great educational systems; and solidifies them in his law. But invariably his subsequent deeds belie and pervert his original intent. He conjures up bitter prejudices, petty jealousies and hatreds against his fellow-men. The world is periodically scourged and scarred by fiendish wars. Man learns and knows but he does not do as well as he knows. This is his weakness. The future peace and harmony of the world are contingent upon the ability — yours and mine — to effect a remedy."

Ask the students to consider whether Bunche's remarks are relevant to what is happening in the world today. Have students adapt the speech to reflect their own views and solutions to conditions in the world today. Ask them to deliver the speech as if they were giving a valedictory address.

3. Ask students to research the childhood of one or more prominent individuals in history, and then compare and contrast that person's childhood experiences with those of Dr. Bunche's. What hypotheses, if any, can they form based on this comparison? Can they identify any specific qualities of family life that help or hinder success in later life? How does the historical period in which the person lives affect their future life? How do personal values affect the way the individual lives and what they achieve?
4. Ask students to research the conditions and events that led up to the race riots during the Red Summer of 1919. In which cities or parts of the country did the riots occur? What changes, if any, took place in black-white relations after that summer?

Name: _____ Date: _____

4. Why does James Weldon Johnson characterize the summer of 1919 as the Red Summer?

5. Why does Ralph feel like dropping out of school? How does Nana respond?

6. How does Ralph Bunche describe Nana's feelings about race?

7. What achievements and honors does Ralph earn at UCLA?

Name: _____ Date: _____

8. What personality traits do people ascribe to Ralph Bunche?
9. In his UCLA valedictory address, what does Bunche say is needed in the world?
10. How is Ralph Bunche able to attend graduate school at Harvard?

Ralph Bunche

the odyssey continues...

2

MODULE

The Making of a Scholar/Activist

■ Synopsis



40 minutes

"The Making of a Scholar/Activist" follows Bunche from his graduation at UCLA in 1927 and his decision to enter Harvard, to the eve of World War II. The module includes:

- his appeal to W.E.B. Du Bois for help in obtaining a summer job;
- his experience at Harvard graduate school;
- his academic career at Howard University where he reorganizes and expands the political science department and is appointed special assistant to the president of the college;
- his marriage to Ruth Harris;
- the evolution of his political activism and his ideas about race and class;
- his quarrel with Du Bois who characterizes Bunche and his radical associates at Howard as the "Young Turks;"
- the response of the black intellectual to the rise of fascism in Europe and in America.

■ Historical Background

The Treaty of Versailles, which officially ended World War I, imposed harsh terms on Germany. Reparations payments exacerbated by the economic hardships of the Great Depression helped create a political climate in which Hitler was able to rise to power. In 1917, the Bolsheviks had gained control of the Russian Revolution and communism as an ideology was gaining adherents among the intellectual and working classes in Europe and, to a lesser degree, in the United States. Others saw Bolshevism as a distinct and grave threat to the status quo. The Ku Klux Klan experienced a major resurgence in the United States during the 1920s. The economic boom of the 1920s came to an abrupt halt with the crash of the New York Stock Market in 1929, and by the early 1930s, the Great Depression had the world locked in its vise. By 1937, the unemployment rate among black males was as high as 26%.

In This Module (in order of appearance)

TERMS TO KNOW

summa cum laude, Phi Beta Kappa, intellectual, spiritual, Talented Tenth, Ku Klux Klan, Marxism, NAACP (National Association for the Advancement of Colored People), economic depression, Young Turks, New Deal, League of Nations, mandate system, colonialism, fascism, racism

PEOPLE REFERENCED

W.E.B. Du Bois, William Hastie, John P. Davis, Robert Weaver, Mordecai Johnson, Thomas Nelson Johnson, Ruth Ethel Harris, Mary McLeod Bethune, Eleanor Roosevelt, Alain Locke, Abram Harris, William Leo Hansberry, E. Franklin Frazier, Franklin D. Roosevelt, A. Philip Randolph

PLACES REFERENCED

Howard University, Soviet Union, Great Britain, Germany, Paris, Geneva, West Africa, Dahomey, Harvard University

PEOPLE ON SCREEN

Dr. Herschelle Challenor, Dr. David Levering Lewis, Dr. Robert C. Weaver, Todd Duncan, Dr. John Hope Franklin, Dr. Vincent Browne, Dr. Kenneth Clark, Hyland Lewis, Nnamdi Azikiwe, Dr. John Henrick Clarke, Dr. Charles Henry, Dr. Doxey Wilkerson, Dr. Jonathan Holloway, Dr. Ronald Walters, Dr. Ben Keppel, Judge William Bryant, Sir Brian Urquhart

■ Relevant Standards

National Council for the Social Studies Strands

Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (f) Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments.

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (a) apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

National Center for History in the Schools Standards

Standard 2. The student thinks chronologically:

Therefore the student is able to

- C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed;
- F. Appreciate historical perspectives — (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded — the values, outlook, options, and contingencies of that time and place; (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

Standard 3. The student engages in historical analysis and interpretation:

Therefore the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

**Standard 5. The student engages in historical issues —
analysis and decision-making:**

Therefore the student is able to

- B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action;
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ **Map Connection**

On a map of Europe and North Africa, locate areas invaded by Germany and Italy during World War II.

■ **Before You Watch**

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION Which do you feel is more important to you in terms of how you see yourself, race or social class? Which do you feel is more important to others in terms of how they view you, race or social class?

RECALL What influences or experiences in Ralph Bunche's childhood do you think best prepared him to succeed in college?

**HISTORICAL
CONTEXT** What issues remained unresolved at the end of the First World War? Did the Treaty of Versailles create conditions that would cause problems later? What was the main purpose of the League of Nations?

■ While You Watch (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. After he graduates from UCLA, to whom does Ralph Bunche write for help in obtaining a summer job that will allow him to be of some benefit to his people, and what response does he get?

W.E.B. Du Bois, editor of The Crisis; Du Bois writes that there is no opening at the magazine but he will keep Bunche in mind; The Crisis monitors Bunche's progress and reports on it to its readers.]

2. How was Ralph Bunche characterized by other graduate students at Harvard?

[Answers may include the following: his capacity to do a tremendous amount of work in short time; his flow of speech; powers of concentration; flow of writing]

3. Upon graduating from Harvard with a masters degree, Bunche receives an offer of a fellowship to continue his studies. What does he decide to do?

[He turns down the offer, and accepts a job teaching political science at Howard University.]

4. In addition to teaching, what roles or positions does Bunche assume at Howard?

[He is appointed special assistant to the President of Howard; reorganizes and expands the political science department; is a member of the discipline committee; encourages students to protest against lynching and race discrimination.]

5. Whom does Bunche marry?

[Ruth Ethel Harris, one of his students]

6. What methods does Bunche employ to fight specific discriminatory and racist practices?

[He works behind the scenes to stop the National Theater from enforcing its policy of segregated seating for performances of "Porgy and Bess." When the university considers expelling students who protest against lynching by marching around the Capitol with ropes around their necks, he supports the students.]

7. What organization did Bunche help to found? What was its mission? What did some members of the establishment, including a black member of Congress, think of it?

[National Negro Congress; to provide a platform for black and white organizations with common interests to push for comprehensive social change; they feared that it was a Communist Party undercover organization.]

8. What was one of the issues debated by black intellectuals at the 1933 conference of the NAACP?

[Du Bois, who has been an integrationist, switches to supporting separatism; Ralph Bunche and the Young Turks believe that economic interests transcend differences of race and that black and white working class Americans will come together in order to achieve their common goal of a more democratic society.]

9. When Bunche takes a leave of absence from Howard to pursue a doctorate at Harvard, what topic does he choose for his doctoral dissertation?

[He compares the League of Nations mandated rule of French Togo with the colonial administration of Dahomey.]

10. What are some of the suggestions Bunche makes in the report he prepares for the Republicans on how their party can win the votes of the Negro electorate?

[They should offer national health insurance, and support affirmative action in employment, housing, education.]

11. What do Bunche, A. Philip Randolph and other black leaders, along with the NAACP, demand of President Roosevelt and what do they threaten to do if their demand is not met?

[They demand equality in defense industry hiring and they threaten to march on Washington if their demand is not met.]

■ After You Watch

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Ralph Bunche recognized the value of having mentors, individuals who can guide and help us as we embark on a career path. Can you identify some successful people in the field you are interested in? What would you like to learn from them?
2. Social activists often produce strong feelings and opinions in others, both positive and negative. This was true of the National Negro Congress, founded by Ralph Bunche and John P. Davis, and later denounced by Bunche and A. Philip Randolph. What other organizations can you think of that produce strong reactions, either pro or con, in some people? What is the role of such organizations in a democratic society?
3. How did fascism shape Ralph Bunche's thinking about racism? How did it affect his sympathies toward communism?

4. At one point Ralph Bunche believed that common economic interests would suffice to overcome racism. Later, he came to believe that racism was powerful enough to distort people's thinking even if there were no underlying economic issues. What evidence is there today of race having greater importance than economic considerations? What evidence can you find of economic interests transcending race? Cite examples to support each point of view.

■ Digging Deeper: Activities and Research Projects

1. Have students read *A World View of Race* and write a book review summarizing Bunche's main arguments and comparing these with contemporary issues in race relations.
2. Ask students to research the causes of the Great Depression and the impact it had on politics in the United States and to prepare a visual display that illustrates their findings.
3. Explain to students that W.E.B. Du Bois and Ralph Bunche differed on the question of whether the black American minority would make more progress by becoming socially and economically independent of the dominant white society or by integrating into it. The same issue is raised today, among other places, in the debate over whether children learn better in schools segregated by gender, ethnicity or race. Choose one of these three attributes and conduct a class debate on whether separate schools or integrated schools create a climate that is more conducive to learning.

Name: _____ Date: _____

While You Watch “The Making of a Scholar/Activist”

1. After he graduates from UCLA, to whom does Ralph Bunche write for help in obtaining a summer job that will allow him to be of some benefit to his people, and what response does he get?
2. How was Ralph Bunche characterized by other graduate students at Harvard?
3. Upon graduating from Harvard with a masters degree, Bunche receives an offer of a fellowship to continue his studies. What does he decide to do?

Name: _____ Date: _____

8. What was one of the issues debated by black intellectuals at the 1933 conference of the NAACP?
9. When Bunche takes a leave of absence from Howard to pursue a doctorate at Harvard, what topic does he choose for his doctoral dissertation?
10. What are some of the suggestions Bunche makes in the report he prepares for the Republicans on how their party can win the votes of the Negro electorate?
11. What do Bunche, A. Philip Randolph and other black leaders, along with the NAACP, demand of President Roosevelt and what do they threaten to do if their demand is not met?

A Black Scholar Investigates Colonialism

■ Synopsis



26 minutes

"A Black Scholar Investigates Colonialism" focuses on Ralph Bunche's two-year sojourn in Africa and the Far East where he studies the impact of colonialism on indigenous peoples and societies. It covers the years 1936 and 1938 and includes:

- his writing *A World View of Race*;
- his stay in London where he studies anthropology in preparation for the research he is about to undertake in Africa and the Far East and where he meets many African students who will later become leaders of their newly independent countries;
- his experiences in South Africa and extensive documentation of South African society in daily notes, in photographs and on film;
- the strain on his marriage created by his almost two-year long absence from home;
- his travels in East Africa and the African interior, including Tanganyika (now Tanzania), Kenya, Uganda, and the Belgian Congo;
- his travel to the Far East and his encounter with the realities of war and wide-spread poverty in China.

■ Historical Background

By 1936, the economic depression that had begun with the 1929 crash of the New York Stock Market had spread worldwide. Fascism was on the rise. In Germany, Hitler was now firmly in power, and was building a military machine preparatory to war. The construction of concentration camps had already begun. The League of Nations was proving itself ineffective as the Spanish Civil War raged and Italy, under the fascist dictator, Mussolini, invaded Ethiopia to establish Italy as a colonial power.

In 1934, Ralph Bunche had distinguished himself as a scholar, earning a Ph.D. in government and international relations from Harvard University. His dissertation comparing French Togo and Dahomey would set the stage for his investigation of the impact of colonialism on native peoples. Bunche saw racism as a worldwide phenomenon with roots in economic exploitation whether in the colonial empires or at home in America.

In This Module (in order of appearance)

TERMS TO KNOW

colonialism, dissertation, "The White Man's Burden," propaganda, Bill of Rights, imperialism, leftist, communist, coloured community (in South Africa), African community (in South Africa), pan-Africanism, lynching

PEOPLE REFERENCED

Melville Herskovits, Bronislaw Malinowski, Benito Mussolini, Mordecai Johnson, Ruth Bunche, Joan Bunche, Jane Bunche, Paul Robeson, Eslanda Robeson, Norman Thomas, Jomo Kenyatta, Prince Akiiki Nyabongo, Isaac Schapera, Peter Koinange

PLACES REFERENCED

Northwestern University, London School of Economics, South, East, and Central Africa, the Far East, University of Chicago, Ethiopia, Abyssinia, London, Cape Town (South Africa), University of Cape Town, Rift Valley, Lake Victoria Tanganyika (now Tanzania), Belgian Congo, Uganda, Kenya, Malaysia, Singapore, Indonesia, Japan, Hong Kong, China

PEOPLE ON SCREEN

Dr. Jonathan Holloway, Dr. John Hope Franklin, Dr. Ronald Walters, Dr. Charles Henry, Dr. Vincent Browne, Dr. John Henrick Clarke, Dr. Robert Edgar, Professor Robert Hill, Sir Brian Urquhart, Dr. Robert Harris

■ Relevant Standards

National Council for the Social Studies Strands

Strand I. Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can: (h) explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

National Center for History in the Schools Standards

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- B. Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears;
- C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational;
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries;
- J. Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

■ Map Connection

On maps of Africa and Asia, locate all countries or territories visited by Ralph Bunche. (See “Places Referenced” above.)

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION Have you ever been exposed to any stereotypes? If so, where have you seen or heard them? What effect do you think these stereotypes have had on you? On the people stereotyped?

RECALL What was the focus of Ralph Bunche's dissertation at Harvard?

**HISTORICAL
CONTEXT** What did Hitler believe about the Aryan race?

■ While You Watch (with teacher's answer key)

For suggestions regarding the use of these questions, see page 4-5 of the general reference section of the *Guide*.

1. In his book *A World View of Race*, what is Ralph Bunche's point of view on colonialism?

[Answers may include: The claim of European colonizers that they were "shouldering the white man's burden" and had a duty to bring civilization to the "dark continent" was a rationalization that allowed them to exploit the natural resources of the less developed world; the industrialized nations were dependent on natural resources for their factories and markets for their manufactured goods; the colonizers enriched themselves at the expense of the colonized peoples; concepts of racial inferiority and superiority were invented to justify taking advantage of other people; the industrialized nations redefined property rights to suit their economic needs.]

2. What was the focus of Ralph Bunche's research project in Africa and Asia?

[He wanted to study the impact of colonialism on traditional cultures and societies from the point of view of the colonized peoples themselves.]

3. What was the effect of colonial powers' propaganda on the world and on colonized peoples?

[The world was taught to regard certain peoples as hopelessly backward; the people themselves were made to think of themselves as backward.]

4. Does Bunche share the attitude of the black middle class toward Africa?

[No, he is closer in his position to the Black lower class, which feels a profound affinity with Africa.]

5. Who are some of the celebrities and future leaders of Africa that Bunche meets while he is in England studying anthropology?

[Answers may include the following: Paul Robeson and his wife Eslanda; Jomo Kenyatta; Prince Nyabongo; Peter Koinange; future leaders of Africa.]

6. Where does Ralph Bunche go in order to observe the impact of colonialism on the people of South Africa?

[Mines, jails, hospitals, remote native locations.]

7. How does he document what he finds?

[He takes extensive field notes, keeps a diary, takes thousands photographs, and shoots 16 mm film.]

8. What observations does Bunche make about the people he meets in South Africa?

[Answers may include the following: he finds their lack of passion for independence disturbing; he gives them pep talks; they are struck by the fact that he, as an American Negro, is free to do things they cannot do in South Africa; colored South Africans are taken aback when Bunche calls himself Negro; the coloreds align with the whites rather than with the black Africans; Bunche feels that coloreds and Blacks in South Africa should form a united front in the struggle for equal rights; he sees race identity and race pride as necessary, if unfortunate, aspects of any successful struggle against white oppression.]

9. How does his long absence from home affect his marriage to Ruth Bunche?

[The marriage is strained; Ruth Bunche says the two-year long separation is a nightmare; he writes to her that he is also despondent about the long separation but that he cannot turn back.]

10. What does Bunche tell the Kenyans who welcome him? How do they respond?

[He tells them about his African background, how his ancestors were enslaved in a strange land and then freed; he tells them of his happiness to be back in the land of his fathers. They give him a Kikuyu name meaning "he who has returned from the dead."]

11. What happens when Bunche goes to China, intending to get a first hand look at sections under Japanese occupation?

[At the last minute, he hesitates because he feels he has no right to take such a risk because of his family responsibilities; the Japanese bomb the train he would have been on.]

12. What is the first thing Bunche sees when he returns home?

[Newspaper reports of a lynching of a black man in Mississippi.]

■ After You Watch

Post-Viewing Discussion Questions

For specific suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. The colonial powers held that they had the right to exploit land and resources in underdeveloped areas of the world because they knew how to use them more productively. Is there any legitimacy to this claim? Why or why not? Can you think of other examples of one group taking over territory or resources of another in order to develop them for their own economic gain?
2. Dr. John Henrick Clarke refers to a new breed of activists who use scholarly research to effect social change. In his writings and research, Ralph Bunche revealed the truth about colonialism and the destructive impact it had on colonized peoples and societies. Did this lead to change?
3. If you were to do scholarly research on a question of importance to society, what would it be? Brainstorm a list of possible research topics and some of the questions you would want to ask as part of your study.

■ Digging Deeper: Activities and Research Projects

1. Have students read selected chapters of *A People's History of the United States* by Howard Zinn for another example of scholarly research that is also activism. Ask them to write a reaction paper that notes whether anything in Zinn's book causes them to look at an issue differently than before they read it.
2. A number of literary works reflect the theme of the impact of colonialism on colonized peoples or the impact of institutionalized racism on oppressed peoples. Among them are *When Rain Clouds Gather* by Bessie Head, *Things Fall Apart* by Chinua Achebe, *Ake* by Wole Soyinka, *House Made of Dawn* by Scott Momoday, *Ceremony* by Leslie Silko, *The Man Eater of Malgudi*, by R.K. Narayan, *Native Son* by Richard Wright, *Invisible Man* by Ralph Ellison, *Loving in the War Years* by Cherie Moraga, *Maus I* and *Maus II* by Art Spiegelman. Divide the class into literature circles, with each circle choosing one of these works or another that fits the same criterion. Have each circle read and discuss the book they have chosen, then share their impressions with the whole class. Ask the students to note the commonalities and differences in the works.
3. Show the video *Faces of the Enemy* and discuss the way visual images are used in propaganda to dehumanize people. Ask students to look for images in old magazines, children's books, textbooks, encyclopedias, etc., that exemplify this dehumanization or diminishing of peoples, and to look for contrasting images that portray the same people as strong, human, intelligent, competent. Have them create a poster that contrasts these images. (*Faces of the Enemy*, produced by Bill Jersey and Sam Keen, is available from Quest Productions, 877-352-6213.)
4. Have students find accounts in the Western media from 1900-1960 about Africa and Africans, from 1865-1960 about African Americans, from 1935-1945 about Japanese Americans, from 1945-1955 about Chinese and Koreans, and from 1954-1975 about Southeast Asians. Have them compare and contrast these images with those seen in the Western media today for each group.

Alternatively, ask students to compare the accounts of these groups to the accounts in the Western media of Arabs and Muslims from 1991 to the present.

Name: _____ Date: _____

While You Watch “A Black Scholar Investigates Colonialism”

1. In his book *A World View of Race*, what is Ralph Bunche’s point of view on colonialism?
2. What was the focus of Ralph Bunche’s research project in Africa and Asia?
3. What was the effect of colonial powers’ propaganda on the world and on colonized peoples?
4. Does Bunche share the attitude of the black middle class toward Africa?

Ralph Bunche

the odyssey continues...

4

MODULE

Race...

An American Dilemma

■ Synopsis: Module 4a



“Race...An American Dilemma” is the first of two modules dealing with the intersecting issues of colonialism, human rights and race in the United States and abroad. Module 4a focuses on the study commissioned by the Carnegie Corporation in 1938 to measure the social and economic impact of race in the United States. Since emancipation some 75 years earlier, little had changed socially or economically for the majority of African Americans. The corporation chose Gunnar Myrdal, a prominent Swedish sociologist, to direct the study and proposed that Ralph Bunche work with him on the project. The module connects Ralph Bunche’s work on *An American Dilemma* with his later involvement with the civil rights movement and his work at the U.N. in the areas of decolonization and human rights. The module includes:

- on-camera interviews of individuals who were part of the team Bunche assembled to work on the Carnegie project;
- footage of Medgar Evers advocating a boycott of racially segregated businesses and footage of Bunche speaking at Evers’ funeral;
- Bunche speaking at the March on Washington;
- commentary by scholars about international pressure and competition among the industrialized nations for access to the resources of the newly independent African nations, and the role those forces played in forcing the United States to address the race issue at home;

- Bunche's use of his prestige and the power of the newly independent nations at the U.N. to increase world pressure on the United States to set its house in order;
- passage of the Universal Declaration of Human Rights by the United Nations General Assembly.

■ Synopsis: Module 4b



35 minutes

"Race...An American Dilemma Continues" considers the question of what tactics are most effective in addressing racism. It covers the civil rights struggle through 1969 and includes:

- Bunche's evolving views on the effectiveness of nonviolence in the civil rights struggle;
- Bunche's reaction to the riots in urban areas following the assassinations of Dr. King and Malcolm X;
- a discussion of how Bunche's public image as a moderate and highly successful black man was exploited by the white establishment and other groups, and how the rise of militant black nationalism operated against him and other moderate civil rights leaders;
- Bunche marching with Dr. King in the Selma to Montgomery voting rights march, and addressing the marchers in front of the Alabama State House;
- President Johnson addressing Congress on the passage of the 1965 Voting Rights Act;
- excerpts from Bunche's last major address to the East-West Conference in Honolulu in 1969 in which he warned of the danger to world peace caused by the ever widening gap between the haves—the largely white minority in the world—and the have-nots—the largely non-white majority.

■ Historical Background

The years following World War I witnessed a resurgence of the Ku Klux Klan in Northern states as well as in the South. As black soldiers returned from the European front, and more and more blacks migrated from the agricultural South to Northern cities in search of jobs, relations between the races became increasingly tense. In the summer of 1919, racial violence broke out in numerous cities across the country. Although President Woodrow Wilson fought (unsuccessfully) for U.S. Congressional support of the League of Nations, he was a segregationist and during his administration, Washington, D.C., the nation's capital, became a thoroughly segregated town.

Ralph Bunche had grown to adulthood during the first three decades of the 20th century. He had distinguished himself as a scholar and teacher at Howard University. After an extensive study of colonialism, and in response to Italy's invasion of Ethiopia, he had written *A World View of Race*, a critique of the colonial powers' use of propaganda to justify their appropriation of land and resources throughout the less developed areas of the world. Awarded a research fellowship, he traveled in Africa and the Far East to study the impact of colonization on the indigenous people and societies from the point of view of the colonized people themselves. He saw parallels between the condition of colonized peoples abroad and that of African Americans in the United States.

In This Module (in order of appearance)**TERMS TO KNOW—MODULES 4a & 4b**

Ku Klux Klan (KKK), caste system, untouchable, poll tax, segregation, emancipation/emancipated, Brown v. Board of Education of Topeka, Kansas; haves and have-nots, Universal Declaration of Human Rights, Magna Carta, Jim Crow, March on Washington, token, Uncle Tom, black militants, ghetto

PEOPLE REFERENCED—MODULE 4a

Gunnar Myrdal, Woodrow Wilson, Harry Truman, Medgar Evers, Rev. Martin Luther King, Jr., Eleanor Roosevelt, Trygvie Lie, Dag Hammarskjöld, U Thant

PEOPLE ON SCREEN—MODULE 4a

Dr. John Hope Franklin, Sir Brian Urquhart, Judge William Bryant, Wilhelmina Rolark, George Stoney, Dr. Jonathan Holloway, Dr. Charles Henry, Dr. Ronald Walters, Robert Edgar, Dr. David Levering Lewis, Arthur Schlesinger, Jr., Professor Robert Hill, Dr. Edwin Smith, Ernest Gross, Dr. Benjamin Rivlin

PEOPLE REFERENCED—MODULE 4b

Stokely Carmichael, Malcolm X, Gandhi, Jackie Robinson, Rachel Robinson, Trygvie Lie, Dag Hammarskjöld, U Thant, Lyndon Johnson, Malcolm X, Adam Clayton Powell, George Wallace

PEOPLE ON SCREEN—MODULE 4b

Dr. John A. Davis, Dr. Charles Henry, Dr. John Hope Franklin, Dr. Benjamin Rivlin, Amiri Baraka, Dr. Ronald Walters, James Farmer, Jane Johnson Taylor, Dr. Benjamin Rivlin, Dr. Herschelle Challenor

PLACES REFERENCED—MODULES 4a & 4b

Southern United States, Washington, D.C., New York, Philadelphia, Alabama, North Carolina, South Carolina, Florida, Georgia, Mississippi, Selma (Alabama)

Relevant Standards

National Council for the Social Studies Strands

Strand IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (e) examine the interactions of ethnic, national, or cultural influences in specific situations or events, (g) compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

Strand VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (f) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can: (j) apply knowledge of production, distribution, and consumption in the analysis of a public issue...and devise an economic plan for accomplishing a socially desirable outcome related to that issue.

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (d) analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues such as health, security, resource allocation, economic development, and environmental quality, (f) analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

Strand X. Civic Ideas and Practices

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can: (e) analyze and evaluate the influence of various forms of citizen action on public policy.

National Center for History in the Schools Standards

Standard 2. Historical Comprehension

The student comprehends a variety of historical sources:

Therefore, the student is able to

- F. Appreciate historical perspectives— (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore the student is able to

- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears;
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

Standard 4. Historical Research Capabilities

The student conducts historical research: Therefore the student is able to

- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5. Historical Issues-Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation;
- B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action;
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ Map Connections

On a map of the United States, locate the states mentioned in the video that were the focus of research for *An American Dilemma* (Alabama, North Carolina, South Carolina, Florida, Georgia, Mississippi, Oregon, Indiana, Vermont).

■ Before You Watch: Modules 4a and 4b

For suggested previewing strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION Do you feel that racism affects you or your life? What racial group(s) do you consider yourself to be part of? Which racial group exerts the greatest influence on you?

RECALL What did Ralph Bunche observe about the effect of colonialism on colonized peoples? In Bunche's view, what purpose did the colonial system serve?

HISTORICAL CONTEXT The Ku Klux Klan (KKK) was active not only in the South, but also in Indiana, Oregon, Vermont, and other northern states. Why did the organization appeal to some Americans living in the North? Can its beliefs be compared to those promulgated by the Nazis in Germany? What impact do you think organizations like the Ku Klux Klan had on those who joined? On those whom it demonized?

■ While You Watch—Module 4a (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What are race relations like in Washington, D.C. in the 1920s?

[Answers may include the following: The city has become fully segregated due in part to the policies of the Wilson administration; Ku Klux Klan parade draws cheering crowds.]

2. *An American Dilemma* is the first major study of the impact of race on American society. Why do you think Bunche does not claim credit for the contributions he made to the study?

[Answers may include the following: He may feel that the American public would be more likely to accept the validity of the study's findings if they are attributed to a white person; they would question whether a black scholar could be impartial in dealing with matters of race; Bunche is more interested in results than in receiving credit.]

3. What kinds of experiences do the researchers have while working on the project? Do they ever feel that they are in any danger?

[Answers may include the following: One project coordinator recalls getting reports on scraps of paper; another of being warned to get out of town; hearing stories about "one or two" blacks voting; it was dangerous for a white and black person to shake hands; friends were hoping Bunche would come back alive and wondering if he was taking a gun; Myrdal did not understand the etiquette of race relations in the South and created problems for Bunche; when Myrdal asked a white girl whether she had ever thought of marrying a Negro, Bunche and Myrdal found themselves being followed by troopers.]

4. What conclusions does Bunche come to as a result of the Myrdal study?

[That American southern blacks are essentially political, economic, and social untouchables. On the other hand, Bunche believes that the American creed will triumph in the end. That it will be very difficult for Americans to continue to practice racial discrimination when it is clearly contrary to their basic belief in justice and democracy.]

5. Why is *An American Dilemma* perceived to be objective?

[The author is a Swedish sociologist who presumably has no axe to grind regarding American race relations and would be more likely to look at the problem impartially. Also, the study is based on scientific research and analysis.]

6. How does Bunche's work on *An American Dilemma* change his belief that economic considerations will overcome racial prejudice?
[He begins to believe that race prejudice is powerful enough to prevent black and white workers from uniting to further their common interests.]
7. What impact does the publication of *An American Dilemma* have on U.S. public policy?
[Truman sets up a committee to make recommendations for improvement of race relations; Supreme Court cites it in 1954 Brown v. Board of Education of Topeka, Kansas decision.]
8. What role does Bunche envision for *An American Dilemma*? Does he feel that it will serve a strictly scientific role or does he expect it will accomplish something more?
[He believed that it had the potential to effect social change.]
9. Who was Medgar Evers?
[Answers may include the following: A civil rights leader; an official of the NAACP who was assassinated in Jackson, Mississippi; a martyr; an African American who could not be intimidated.]
10. What parallel does Ralph Bunche see between the status of colonized peoples and the status of the African American?
[He sees both as having been economically exploited and being subjected to vicious psychological propaganda.]
11. What does Bunche say in his interview and speeches at the March on Washington and at the Selma-Montgomery Voting Rights March?
[Answers may include the following: The individual cannot detach himself from the group; until the group as a whole is free, no individual is free; he is happy to participate, feels privileged, highly honored; his identification with efforts for full emancipation of Negroes is automatic because he is Negro but he would feel the same as an American; "what is being done here today is one of the truest and finest expressions of American democracy at work;" the problem of race in the U.S. must be solved completely and without delay.]
12. What document does Eleanor Roosevelt present to the U.N. General Assembly?
[The Universal Declaration of Human Rights.]
13. What role does Bunche feel this document could play in the United States?
[Bunche sees it as putting international pressure on all countries who are members of the United Nations to practice the principles laid down in the Declaration, including equal treatment for all citizens regardless of race, sex, or religion; he uses every opportunity to remind Americans of this obligation and how far they were from living up to it.]

■ While You Watch—Module 4b (with teacher's answer key)

1. What is Bunche's primary lifelong concern?

[Closing the gap between the American creed of liberty and justice for all and the practice of racial discrimination.]

2. Why is Bunche criticized by some U.S. government officials?

[They feel that it is not appropriate for Bunche, as an international civil servant, to express his views on domestic political issues and that as an American he should not use his position at the U.N. in any way that would embarrass the United States in front of the world.]

3. Though Bunche admires Gandhi's philosophy of non-violent resistance, he doubts that nonviolence will be effective in the United States. Who changes his mind?

[Martin Luther King, Jr.]

4. According to Amiri Baraka, how did Black Power advocates like Malcolm X feel about the civil rights movement?

[It had not gone far enough in achieving full liberation for blacks.]

5. How does Bunche characterize the rioting that takes place in cities across the country in the 1960s?

[Answers may include the following: He feels it is an inevitable consequence of the conditions in the ghettos; that it is not an organized insurrection, that it serves no rational purpose, but is the result of harsh ghetto life that breeds a peculiar kind of pride, a burning resentment.]

6. What concern does Bunche have about some government programs for the ghettos?

[That they will result in perpetuating the ghetto and American-style apartheid instead of achieving true progress for blacks within the American mainstream.]

7. In the 1960s, how did the public perception of Bunche differ from his work behind the scenes?

[Answers may include the following: He was perceived by more militant black activists as being too moderate; some saw him as an Uncle Tom; they were not aware of his early civil rights activism and did not understand the impact of his work at the U.N. in advancing the freedom of people around the world as well as at home.]

8. How does Bunche's cousin, Jane Johnson Taylor, characterize Bunche?

[As an internationalist; a man who belonged to the world as well as to his race.]

9. How does the emergence of newly independent nations in Africa and elsewhere around the world affect United States civil rights policy?

[The United States policy of treating black Americans as second-class citizens puts it at a disadvantage in the competition among industrialized nations for access to the material resources of the new nations. Global economic forces put pressure on the U.S. to change its racial policy.]

10. According to John Hope Franklin, how is Bunche unique?

[He could move from the local to the national to the international scene, take the power and prestige he accumulated there and work back to address local problems.]

11. How does Bunche in his last speeches and interviews return to the ideas he had as a younger man?

[Bunche had discounted the significance of race as a factor in social conflict, but he now feels that race and color are important psychological factors that will have to be reckoned with if there is to be lasting peace at home and around the world.]

12. What warning does Bunche give about the future peace of the world?

[That the world cannot remain at peace if wealth remains concentrated in the hands of a minority of largely white nations while the vast majority of humanity, largely people of color, live in extreme poverty.]

■ After You Watch

Post-Viewing Discussion Questions—Modules 4a and 4b

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. In speaking about African Americans who live in one of the areas in Alabama that he visits, George Stoney says there was a “rumor that one or two of them were voting.” What does that tell us about voting rights in the South for blacks during the 1930s? Are there any infringements on the right of African Americans to vote in the United States today? Cite evidence for your response.
2. Ralph Bunche spoke of the harshness of ghetto life, and the burning resentment it fostered, but didn’t see the riots in the ghettos as political in nature. Do you agree or disagree with his analysis? Why or why not?
3. As Black Power gained ground and the ghettos exploded in the 1960s, Ralph Bunche and other insiders were looked at with suspicion or were considered to be no longer effectual. What do you think is the most productive way to promote social change—working from inside the establishment or organization or exerting pressure from the outside? Explain your response.

4. Dr. Bunche is characterized as unique in that he was willing to bring the power and prestige of his international accomplishments back to influence local and national issues. Can you think of any other world leaders (from the U.S. or from other countries) who have done the same? Are there national leaders who have come back to influence local conditions? If you were to become internationally known and powerful someday, how might you bring your prestige and power to bear on the issues of today in your local community?

■ Digging Deeper—Activities and Research Projects

1. Remind the students that these modules begin with references to the racial policies and attitudes of President Woodrow Wilson, and that, toward the end, Module 4b includes footage of President Lyndon Johnson speaking about civil rights. Ask them to research specific elements of the racial policies of each president—legislation each proposed and supported or rejected, operational practices and policies in the White House under each, and public statements about civil rights issues made by each. Have students prepare a chart, Venn diagram, poster, or other form of visual display that summarizes key features of each presidential administration, and compares and contrasts the two men. Students should be prepared to speak or write about the events at home and in the world at large that influenced the two men and might account for the differences between Wilson's and Johnson's policies.
2. Have students read excerpts from *An American Dilemma*. Ask them to conduct interviews with friends, family members, and community members about their attitudes toward race that parallel the kinds of questions researchers asked in their field studies for *An American Dilemma*. Have them share results of the interviews and discuss to what extent the attitudes expressed to the students today parallel or differ from those in Myrdal's 1938 study.
3. Ask students to research the civil rights activists and African American leaders in the United States during the 1960s and 1970s, and the conflicts between gradualists and insiders, such as Bunche and more militant leaders, such as Amiri Baraka. Some figures for possible research are Martin Luther King, Jr., Stokely Carmichael, H. Rap Brown, Eldridge Cleaver, Malcolm X, A. Philip Randolph, Roger Wilkins, Bayard Rustin, Angela Davis, Fred Hampton, Whitney Young, Julian Bond, Robert Moses, and Amiri Baraka. Alternatively, they might focus on various civil rights organizations and their different points of view: National Association for the Advancement of Colored People (NAACP); Urban League; Black Panthers; Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); Southern Christian Leadership Conference (SCLC); Organization of Afro-American Unity (OAAU). Have them create a poster display with images

of the leaders or groups and representative quotes from each illustrating the range of points of view represented. (*Note:* This project is also suggested for Modules 10A and 10B.)

4. Have students create a timeline of the movement for African independence and Africanization on that continent and the civil rights movement in the United States. Have them identify key events for each. Ask them to find out if there were any direct connections between leaders or events in Africa and leaders or events in the United States. (One Congo-related event to include might be the Ali-Frazier prizefight in Zaire.) (*Note:* This project is also suggested for Modules 10A and 10B.)
5. Divide students into interest groups and have them research the question of whether the United States should pay reparations to African Americans. Ask one group to research the question from the point of view of descendants of enslaved people who helped build the nation's capital. Ask another group to research from the point of view of descendants of former slaveholding families. Ask a third to research from the point of view of descendants of immigrants who came to the United States more recently. Have a fourth group research from the point of view of Japanese Americans who were interned during World War II and were awarded reparations from the government. Add other groups with points of view that you feel would be useful and informative to a full discussion of the issue. Convene a mock town meeting in which each group presents its basic position. Moderate a discussion in which groups and individuals question one another, present additional information, and try to persuade the others of their point of view. Ask students to summarize the results in the form of resolutions or recommendations.

Name: _____ Date: _____

While You Watch “Race...An American Dilemma”

1. What are race relations like in Washington, D. C. in the 1920s?
2. *An American Dilemma* is the first major study of the impact of race on American society. Why do you think Bunche does not claim credit for the contributions he made to the study?
3. What kinds of experiences do the researchers have while working on the project? Do they ever feel that they are in any danger?
4. What conclusions does Bunche come to as a result of the Myrdal study?

Name: _____ Date: _____

9. Who was Medgar Evers?
10. What parallel does Ralph Bunche see between the status of colonized peoples and the status of the African American?
11. What does Bunche say in his interview and speeches at the March on Washington and at the Selma-Montgomery Voting Rights March?
12. What document does Eleanor Roosevelt present to the U.N. General Assembly?
13. What role does Bunche feel this document could play in the United States?

Name: _____ Date: _____

5. How does Bunche characterize the rioting that takes place in cities across the country in the 1960s?
6. What concern does Bunche have about some government programs for the ghettos?
7. In the 1960s, how did the public perception of Bunche differ from his work behind the scenes?
8. How does Bunche's cousin, Jane Johnson Taylor, characterize Bunche?

Ralph Bunche

the odyssey continues...

5

MODULE

The Insider/Activist

■ Synopsis



20 minutes

"The Insider/Activist" begins in 1941 as America is gearing up for war in Europe and Asia. Hitler's armies have overrun much of Europe and the German Luftwaffe has begun daily bombing raids on Great Britain. As the struggle between the European powers for colonies and resources intensifies, Africa is inexorably drawn into the conflict. While some African Americans are reluctant to defend the old colonial powers like Britain and France, Bunche warns that a Nazi victory in Europe would be a disaster for American blacks. Because of his expertise on Africa and colonialism Bunche is offered a job with the newly established Office of the Coordinator of Information (later the Office of Strategic Services). Bunche sees it as an opportunity to help defeat Nazi ideology and Hitler's bid for world power. He leaves academia and the "outsider/activist" role he has played so effectively at Howard, and becomes an establishment "insider." The module includes:

- Bunche's wartime government service as a social science analyst at the Africa and Far East Section the Office of Strategic Services (OSS) and his appointment as head of the Africa Section of the Research and Analysis Branch;
- his subsequent move to the State Department postwar planning unit dealing with the future of colonial territories;
- his role as advisor to the United States delegation to the San Francisco conference on the United Nations where he helps draft Chapters 11 and 12 of the Charter, laying the groundwork for the future independence of colonized territories.

■ Historical Background

The Treaty of Versailles, which officially ended World War I, imposed harsh peace terms on Germany. The heavy economic burden of these terms created a climate of resentment in which Hitler was able to rise to power. In 1917, the Bolsheviks gained control of the Russian Revolution. Communism was on the rise, but so too was fascism, a highly centralized totalitarian state system whose first proponent was Benito Mussolini in Italy. By the end of the 1930s, Germany, led by Adolf Hitler and under Nazi control, began to build concentration camps for political dissidents, Jews, trade unionists, homosexuals, leftists, and Gypsies. Germany also invaded Bohemia (part of the former Czechoslovakia) and Poland. Italy, under Mussolini, invaded Ethiopia, and Japan invaded China. Russia and Finland were at war.

By 1941, as the U.S. prepared to enter World War II, Ralph Bunche had completed two major studies. The first, a two-year research project that took him to Africa and the Far East, looked at the impact of colonialism from the colonized people's point of view. The second was the Carnegie study of race in America on which he worked with Swedish sociologist Gunnar Myrdal. The latter was published after World War II as *An American Dilemma: The Negro Problem and Modern Democracy*.

In This Module (in order of appearance)

TERMS TO KNOW

OSS (Office of Strategic Services), stereotype, fascism, Atlantic Charter, State Department, ghetto, concentration camp

PEOPLE REFERENCED

Dr. E. Franklin Frazier, Conyers Reed, Cordell Hull, Adolf Hitler, Leo Pasvolksky, Harold Stassen

PLACES REFERENCED

England, Europe, North Africa, Africa, Washington, D.C., Pearl Harbor

PEOPLE ON SCREEN

Dr. Jonathan Holloway, Dr. Ronald Walters, Arthur Schlesinger, Jr., Dr. Benjamin Rivlin, Dr. Charles Henry, Sir Brian Urquhart, Dr. Robert Harris, Dr. John A. Davis, Donald McHenry, Harold Stassen, Lawrence S. Finkelstein, Dr. Herschelle Challenor, Robert Edgar

■ Relevant Standards

National Council for the Social Studies Strands

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (f) evaluate the role of institutions in furthering both continuity and change.

Strand VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (f) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (g) describe and evaluate the role of international and multinational organizations in the global arena.

National Center for History in the Schools Standards

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

Standard 4. Historical Research Capabilities

The student conducts historical research: Therefore the student is able to

- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

■ Map Connection

On a map of Europe, locate areas of Nazi aggression (Poland, Bohemia, the Netherlands, Belgium, and Luxembourg, the French frontier). On a map of colonial Africa, note which European countries control which areas in Africa at the outbreak of World War II.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION Would you rather be in charge of a project or critique those who are? What are the benefits and drawbacks of each position? Which do you think is the more powerful position to be in? Why?

RECALL What was *An American Dilemma* and how did Ralph Bunche's work on the project shape his views about race, economics, and social justice? How did his study of the impact of colonialism on native peoples further shape his views?

HISTORICAL CONTEXT What were the terms of the Treaty of Versailles? How did fascism gain a foothold in Italy and Germany?

■ While You Watch (with teacher's answer key)

For suggestions for use of these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What warning does Ralph Bunche give to fellow African Americans about Hitler and Nazism? How does his view differ from that of Dr. E. Franklin Frazier?

[Bunche warns that Hitler will not stop at Europe; if successful, he'll attempt to invade and dominate the U.S. as well. If Hitler is successful, American blacks may well end up in gutters, ghettos, and concentration camps. Dr. Frazier felt that blacks had always been at the bottom so it wouldn't make much difference who was in charge at the top.]

2. Why does Franklin D. Roosevelt create the Office of Strategic Services (OSS)?

[To prepare for the United States' entry into the war by creating an intelligence agency.]

3. Why is Dr. Bunche invited to join the OSS?

[His expertise on Africa and colonialization]

4. What does Ralph Bunche do to help troops who will be deployed to Africa? Why does he propose that documentary films be made about African Americans?

[He produces a series of booklets describing the day-to-day life, culture and history of African peoples as well as the institutions and colonial administration of the countries where U.S. troops will be deployed. He proposes that documentary films be made to show the contributions that black Americans are making to the war effort.]

5. What is the purpose of the Institute of Pacific Relations conference that Bunche attends? What is its significance for Bunche?

[To plan for the postwar period. It was Bunche's entry into international life, where Bunche would meet others who were also experts on his subject.]

6. What does Ralph Bunche identify as the main problem in Asia and much of the world?

[Poverty]

7. Why did virtually all Africans coming to study in the United States make it a point to see Ralph Bunche as soon as they were here?

[He was their access to the academic world in the United States.]

8. Why is Ralph Bunche asked to join the State Department?

[Answers may include the following: He is the most qualified and knowledgeable of anyone on the subject of colonization and decolonization; Cordell Hull insists on it in spite of protests about his color; his expertise is needed to plan for the post-World War II world.]

9. Why is the conference in San Francisco such an extraordinary opportunity?

[The decisions made in San Francisco will shape issues important to peoples of color for years to come.]

10. How does Bunche assert influence in shaping what will become the Charter for the newly formed United Nations?

[He synthesizes over two hundred documents from interest groups all over the world and writes a draft that all can agree to.]

11. What is the issue that most concerns Bunche as he weighs the pros and cons of accepting a position in the government—"going inside"—or continuing his teaching career at Howard?

[He must decide whether he can be a more effective agent for change by working from the inside or by bringing pressure on the system from the outside.]

12. How is Ralph Bunche described by some people who worked with him in the government and by some of his former Howard University colleagues?

[Answers may include the following: He is the foremost authority in America on Africa; a top expert in the field; he is irreplaceable; the best man for the job; some former colleagues at Howard feel he has betrayed the cause he had been working for; they think he has sold out.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Ralph Bunche contended that the situation for people of color in the United States would be considerably worse under Hitler and that the Nazis should be stopped in Europe before they tried to invade the U.S. E. Franklin Frazier on the other hand, argued that it didn't matter who was in control as far as the people at the bottom of the economic and social ladder were concerned. Their situation would not be any worse. Does it matter to those who have the least in a society who controls it at the top? Will it matter to black Americans who the next president of the United States is? Why or why not? Will it matter to women? To recent immigrants? To any other interest or ethnic groups? Why or why not?
2. Do you think that Americans might have had stereotypical notions of Africa and Africans in 1941? If so, why? Do we have stereotypical ideas about Africans or other groups today? How might the situation in Afghanistan and Iraq be different if our troops had been provided with the kind of information that Bunche put together for our troops who were headed to Africa in 1941?
3. Dr. Bunche said "the real objective must be the good life for all people," which he defined as having peace, bread, housing, clothing, education, good health, and dignity. Are we, as individuals or as a nation, responsible for assuring the good life for all people on the globe? If so, how can that be accomplished? If not, why not? What should our objectives be?
4. Dr. Bunche became an insider to try to effect change from within the system. Ralph Nader, on the other hand, has said he would rather be a "hair shirt" than a "linen handkerchief" to those in power, agitating from the outside. Which approach do you think is more effective? Cite evidence for your opinion.

■ Digging Deeper—Activities and Research Projects

1. Ask students to create a chart with the key principles of the Atlantic Charter as headings. For each heading, ask them to note world events since World War II that are related to the principle or concern being addressed. (See template for student worksheet at end of this section.)
2. Have students trace the evolution of the OSS to the CIA. Two places to begin on the web are

<http://www.cia.gov/cia/publications/oss/>

<http://www.cia.gov/>

Search terms to use include "OSS," "CIA," and "Intelligence."

Ask students to create a timeline and to share their findings in an essay or a panel discussion.

3. Have students read *The Atlantic Charter and Africa from an American Standpoint*. Ask them to write a letter to the editor about a region of Africa that is undergoing political, social, or economic upheaval, referencing the ideas put forth by Ralph Bunche and his associates in this report.
4. Set up a Model U.N. project in your classroom. You can find information at:

<http://www.nmun.org/> (colleges)

<http://www.nhsmun.org/> (high schools)

Name: _____ Date: _____

The Atlantic Charter

The Atlantic Charter Key Points	Issues in the News
First , their countries seek no aggrandizement, territorial or other;	
Second , they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;	
Third , they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self government restored to those who have been forcibly deprived of them;	

Name: _____ Date: _____

The Atlantic Charter Key Points	Issues in the News
Fourth , they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;	
Fifth , they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;	
Sixth , after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all lands may live out their lives in freedom from fear and want;	

Name: _____ Date: _____

The Atlantic Charter Key Points	Issues in the News
<p>Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;</p>	
<p>Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.</p>	

Name: _____ Date: _____

9. Why is the conference in San Francisco such an extraordinary opportunity?
10. How does Bunche assert influence in shaping what will become the Charter for the newly formed United Nations?
11. What is the issue that most concerns Bunche as he weighs the pros and cons of accepting a position in the government—“going inside”—or continuing his teaching career at Howard?
12. How is Ralph Bunche described by some people who worked with him in the government and by some of his former Howard University colleagues?

Ralph Bunche

the odyssey continues...

6

MODULE

Mr. U.N.



■ Synopsis

"Mr.U.N." tracks Bunche's diplomatic career starting in 1945 when he serves as advisor to the U.S. delegation at the founding conference of the United Nations in San Francisco. Shortly thereafter he accepts an invitation to join the United Nations as Director of Trusteeship. For the next 25 years, until shortly before his death in 1971, he works for the world organization in various capacities rising to become Undersecretary-General of the United Nations, the highest post attainable by a U.S. citizen. The module focuses on:

- Bunche's ability to work successfully with diverse interest groups in drafting Chapters 11 and 12 of the U.N. charter, chapters which created the legal basis for the independence of U.N. Trusteeships and other non-self-governing territories;
- his work as Director of the Trusteeship Division developing policies and building an organizational framework that would lead towards independence and self-government for the Trust Territories;
- his appointment in 1957 as United Nations Undersecretary-General for Special Political Affairs, in charge of U.N. peacekeeping operations around the world;
- the criticism leveled at him by civil rights leaders who feel he has sold out by working within the establishment;
- Bunche's behind the scenes efforts to ensure adoption by the U.N. General Assembly of Eleanor Roosevelt's Universal Declaration of Human Rights;
- his close collaboration with Secretary-General Dag Hammarskjöld;
- the role Bunche played in the Atoms for Peace project and in setting up the International Atomic Energy Agency

■ Historical Background

By 1945, after six years of horrendous warfare, death and destruction, the world was again ready to try to set up an organization that would ensure the future peace and security. Well before the end of the war, the United States and its allies had made plans to create the United Nations. The bombing of Hiroshima and Nagasaki with newly created weapons of mass destruction brought the war with Japan to a close but also lent even greater urgency to the search for lasting peace. While there was concern about nuclear arms proliferation there was also the hope that peaceful applications of nuclear power would lift all nations out of poverty. Colonized peoples, many of whom fought and died in the armies of their colonizers, were increasingly impatient to self-govern. The colonizing powers, for their part, did not want to give up control of the resources and wealth of the colonies. By the early 1950s, ideological tensions between capitalism and communism combined with competition for the world's natural resources engendered the so-called Cold War.

By 1944, Ralph Bunche had moved to the State Department's postwar planning unit that was involved in mapping the future of the colonial territories. He was appointed an advisor to the United States delegation to the conference in San Francisco where fifty nations were meeting to draft a charter for the United Nations. Bunche distin-

In This Module (in order of appearance)

TERMS TO KNOW

nationalistic, non-self governing territories, decolonization, trusteeship, Universal Declaration of Human Rights, Magna Carta, Soviet Bloc, Organization of African Unity, the Cold War, State Department

PEOPLE REFERENCED

Eleanor Roosevelt, Trygve Lie, W.E.B. Du Bois, Paul Robeson, A. Philip Randolph, Mary McLeod Bethune, Walter White, Arthur Davis, Dag Hammarskjöld, Dwight D. Eisenhower, Kwame Nkrume, Richard Nixon

PLACES REFERENCED

Hiroshima, San Francisco, Great Britain, France, Holland, Belgium, colonial empires worldwide (non-self governing territories), Gold Coast/Ghana

PEOPLE ON SCREEN

Dr. Herschelle Challenor, Sir Brian Urquhart, Dr. Ben Keppel, Dr. Robert Harris, Dr. David Levering Lewis, Robert Edgar, Dr. John A. Davis, Dr. Ofuately Kodjoe, Ernest Gross, Clovis Maksoud, Nnamdi Azikiwe, William Mashler, Abba Eban, Dr. Benjamin Rivlin, John H. Johnson

guished himself by his ability to work with conflicting interest groups and by his skill at drafting language for Chapters XI and XII of the United Nations Charter. The wording of these two chapters laid the legal groundwork for the eventual independence of the Trustships and other non-self governing territories.

■ Relevant Standards

National Council for the Social Studies Strands

Strand IV. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (f) Evaluate the role of institutions in furthering both continuity and change.

Strand VI. Power, Authority & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (f) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (g) describe and evaluate the role of international and multinational organizations in the global arena.

National Center for History in the Schools Standards

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

■ Map Connections

On a map of Africa, note the location of mineral resources, which were sources of wealth to colonizing nations. (Information about various countries' mineral resources can be found in a standard encyclopedia.) You can create your own map at <http://www.nationalgeographic.com/maps/>.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION What do you think is the best way to prevent war? What factors cause wars? Do you think individual people (leaders, whether elected or not) or systems (political and economic structures) have more to do with the causes or prevention of war?

RECALL Why are the lives of colonized peoples of particular interest to Ralph Bunche?

**HISTORICAL
CONTEXT** What was the League of Nations and what were the reasons for its failure? Why did the European powers resist independence for their colonies?

■ While You Watch (teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What does Bunche say about the challenges of a nuclear age?

[Answers may include: The challenge must be met. Either civilization must destroy war or war will wipe out any trace of civilization. The universe could again be transformed into a seething cauldron of infuriated nations.]

2. When the U.S. delegation refuses to use the language proposed by Bunche for an article in one of the chapters of the Charter, how does he succeed in having it considered?

[He slips it to the Australians.]

3. Given the ideological terms in which World War II had been fought, what role does Bunche believe race will play in the post-war period?

[Race and racism will be central to the future peace and security of the United States and the world.]

4. Bunche succeeds in getting language into the resolution on non-self governing territories stating that the rights and welfare of the people living in the territories are of vital concern to the peace and general welfare of the world. What is the significance of this language?

[It means that the United Nations can intervene to protect the rights of the people on the grounds that any abuse of their rights jeopardizes the peace and security of the world.]

5. What are some of the natural resources of Africa that are mentioned as being important to European economic development?
[Diamonds, gold, copper]
6. W.E.B. Du Bois, Mary McLeod Bethune, A. Philip Randolph and other African American leaders believe there should be a push for immediate independence for African colonies. What is Bunche's position?
[That it is important to lay the groundwork and set the legal precedents that will assure the peaceful transition of power.]
7. What evidence does Dr. Ofuatey-Kodjoe cite in support of Bunche's position?
[Eventually all trust territories became independent, and the U.N. became the major focus for discussion of issues involving the right of self-determination for colonies.]
8. What important resolution involving human rights does Bunche have a hand in getting the U.N. General Assembly to adopt? Who authored the document?
[The Universal Declaration of Human Rights; Eleanor Roosevelt.]
9. What concern does the Soviet Bloc have about the U.N.? What happens as a result of that concern?
[They think the U.S. exercises too much control over the U.N.; Trygve Lie, the first Secretary-General, is forced to resign and is replaced by Dag Hammarskjöld.]
10. What important new position does Hammarskjöld create for Ralph Bunche?
[Undersecretary-General of the United Nations]
11. As the Cold War intensifies and the stockpile of nuclear arms continues to mount on both sides of the Iron Curtain, what do Hammarskjöld and Bunche do?
[Answers may include: Convene a conference on atomic energy; set up a U.N. agency to foster peaceful uses of atomic energy, create the International Atomic Energy Agency]
12. African American publisher John Johnson says how gratifying it was for him to see "my first black supreme court justice, first black attorney general, mayors, governors, prime ministers" at the independence ceremonies for Ghana in 1957. How do the Africans respond to this?
[It prompts them to ask "Now that we Africans have our independence, when will you Negroes get yours?"]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. As World War II came to a close, there were unresolved issues as well as new ones for the world to deal with. What do you think were the biggest issues facing the world in the aftermath of World War II? Explain your answers.
2. What division of the United Nations was Dr. Bunche given responsibility for, and why was his job so critical?
3. In Chapter XI of the U.N. Charter dealing with non-self governing territories, Bunche included language that states that the problems of the territories are of vital concern to the peace and general welfare of the world. Why did he do this? What did it imply about the way conflicts involving non-self-governing areas might be handled by the U.N. in the future?
4. Do you think Dr. Bunche made the right decision in going to work for the United Nations? If he had stayed with the State Department, what might he have accomplished there that he wasn't able to do at the United Nations?
5. What impact did the existence of newly independent African nations, and their representation in the U.N., have on the civil rights movement in the United States?

■ Digging Deeper—Activities and Research Projects

1. Have students research the relationship between Dr. Bunche and Dr. Martin Luther King, Jr. and other leaders of the civil rights movement. Ask them to consider how Dr. Bunche's work as director of the United Nations Trusteeship Division and his support of decolonization at the U.N. might have influenced Dr. King or other leaders of the civil rights movement. Have them share their findings in pairs, and then in a full class discussion.
2. Ask students to create a poem or song lyrics (in any acceptable literary form) that would express the feelings of a people now freed from colonial rule.
3. Have students listen to freedom songs from South Africa and research the role they played in the struggle for democracy there. One source for recorded songs is "This Land is Mine: South African Freedom Songs" available from Folkways Records, FW05588. Excerpts can be heard online by clicking on speaker icons next to titles at <http://www.folkways.si.edu/search/AlbumDetails.aspx?ID=1068#>.

Students may also find it interesting to compare the lyrics to the South African anthem during white rule—"The Call of South Africa" (available at <http://www.anc.org.za/misc/call.html>)—with the current anthem, "Nkosi sikelel' iAfrica" (Lord Bless Africa), which can be found online at <http://www.polity.org.za/html/misc/nkosi.html?rebookmark=1#english2>

4. Have students create a chart in which they compare and contrast main points in the Magna Carta, the Universal Declaration of Human Rights, and the United States Bill of Rights.

Name: _____ Date: _____

9. What concern does the Soviet Bloc have about the U.N.? What happens as a result of that concern?
10. What important new position does Hammarskjöld create for Ralph Bunche?
11. As the Cold War intensifies and the stockpile of nuclear arms continues to mount on both sides of the Iron Curtain, what do Hammarskjöld and Bunche do?
12. African American publisher John Johnson says how gratifying it was for him to see “my first black supreme court justice, first black attorney general, mayors, governors, prime ministers” at the independence ceremonies for Ghana in 1957. How do the Africans respond to this?

The Peacemaker in Palestine

■ Synopsis



37 minutes

“The Peacemaker in Palestine” begins with the arrival in Palestine of thousands of Jewish refugees at the end of World War II. It includes a brief historical overview of the conflict between the Jewish immigrants and the Palestinians that has continued to the present day. By 1947, the increasing violence prompts Britain, which has been administering Palestine under a League of Nations mandate, to appeal to the United Nations to take over the administration of the area. The module includes:

- Ralph Bunche’s appointment to the United Nations Special Committee on Palestine (UNSCOP) and his drafting of the Committee’s recommendations to the Security Council;
- the United Nations General Assembly vote approving the partition of Palestine;
- the outbreak of war in 1948 between the new state of Israel and the surrounding states of Egypt, Syria, Lebanon, and Transjordan;
- Bunche’s appointment as assistant to Count Folke Bernadotte, the chief U.N. mediator in Palestine;
- the assassination of Bernadotte, and the appointment of Bunche as acting chief mediator in Palestine;
- the 1949 Rhodes armistice talks between Israel and four neighboring states, chaired by Ralph Bunche;
- the awarding of the Nobel Peace Prize to Bunche in 1950 for successfully mediating the four armistice agreements.

■ Historical Background

The rise of Zionism and of Arab nationalism in the late 19th and early 20th centuries fueled a conflict that had been simmering for decades under the Ottomans. During World War I, the British greatly complicated matters by signing the Balfour Declaration which promised the Jews a homeland in Palestine while at the same time promising independence to the Palestinians in exchange for their support in the war against the Ottoman Empire (which had sided with Germany). After the war, the League of Nations awarded Britain a mandate to administer Palestine. At that point, Muslim Palestinians outnumbered both Christian and Jewish Palestinians by over 8 to 1. However, the number of Jewish inhabitants grew throughout the 1920s and 1930s so that by the mid-1940s, the Jews were approximately 30% of the population. After World War II, the Jewish Holocaust and the problem of the displaced European Jews created pressure for a new and massive influx of Jewish immigrants to Palestine. The most radical Zionists felt that all of Palestine belonged to the Jewish people. The non-Jewish Palestinians felt threatened and betrayed by the British and their allies.

Ralph Bunche's concerns about the consequences of a fascist victory in Europe had prompted him to take a leave of absence from Howard University and accept a job with the Office of Strategic Services where he felt his expertise on colonialism would be of greatest service in the fight against the Nazis. As the war wound down, he was recruited by the State Department to work in planning the post-war world. The future of the colonial territories was an area of particular concern to Bunche and to the United States. Bunche then moved to the newly formed United Nations where

In This Module (in order of appearance)

TERMS TO KNOW

mandate, partition, armistice, UNSCOP (United Nations Special Committee on Palestine), Nobel Peace Prize, caste system, boycott, Zionist, Irgun, the Stern Gang, Abraham, Security Council

PEOPLE REFERENCED

Ruth Bunche, Victor Hoo, Menachem Begin, Hussein al-Khalidi, Count Folke Bernadotte, Trygve Lie, André Sérot, Gamal Abdul Nasser, Harry S. Truman

PLACES REFERENCED

India, Israel, Palestine, Lebanon, Syria, Transjordan, the Negev, (Island of) Rhodes, Paris

PEOPLE ON SCREEN

Sir Brian Urquhart, Dr. Benjamin Rivlin, Abba Eban, Abdeen Jabara, Dr. M. T. Mehdi, William Mashler, Walter Eytan, Lawrence S. Finkelstein, Jane Johnson Taylor

he worked for the next 25 years, first as director of the Trusteeship Division, supervising the administration of the Trust Territories and eventually as Undersecretary-General for Special Political Affairs, the highest position that an American citizen can hold in the world body.

■ Relevant Standards

National Council for the Social Studies Strands

Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (e) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement.

Strand III. People, Places, & Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can: (k) propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.

Strand IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (e) examine the interactions of ethnic, national, or cultural influences in specific situations or events.

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (a) apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

Strand VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (c) analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society; (j) prepare a public policy paper and present and defend it before an appropriate forum in school or community.

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (b) explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; (f) analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights; (g) describe and evaluate the role of international and multinational organizations in the global arena.

Strand X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can: (i) construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.

National Center for History in the Schools Standards**Standard 3. Historical Analysis and Interpretation**

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears;
- C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history, (b) the influence of ideas, human interests, and beliefs, and (c) the role of chance, the accidental and the irrational;
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries;
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence;
- F. Compare competing historical narratives;
- J. Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4. Historical Research Capabilities

The student conducts historical research:

Therefore, the student is able to

- A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past;
- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5. Historical Issues-Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ Map Connections

Compare and contrast maps showing the 1948 Partition Plan for Israel and Palestine, the boundaries agreed to in the 1949 armistice, and the boundaries after the Six Day War of 1967. You can find each of these at the website for the MidEastWeb for Coexistence.

<http://www.mideastweb.org/unpartition.htm>

U.N. Partition Plan, 1947

<http://www.mideastweb.org/1949armistice.htm>

Boundaries Negotiated
in 1949

<http://www.mideastweb.org/israelafter1967.htm>

Territory Occupied by Israel
during the Six Day War

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION How do fights start? How do they escalate? How do you stop a fight once it has begun? If you were given the job of negotiating a peace accord between Israel and the Palestinians, what would your concerns be? How would you approach each of the parties? What would you ask them to consider?

RECALL Dr. Bunche's area of expertise was Africa and colonialism. What qualities and experiences qualified him to mediate the Israeli-Palestinian conflict?

HISTORICAL CONTEXT What was the Jewish Holocaust? How did England and Europe in general deal with the aftermath of the Holocaust? Why did the Palestinians feel betrayed by England? Why do the Jewish people claim the right to settle in Palestine? Is this a valid claim?

■ While You Watch (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What new factors add to the already tense situation in Palestine at the end of World War II?

[The arrival of thousands of displaced European Jews threatens to overwhelm the native born population.]

2. What is the United Nations Special Committee on Palestine (UNSCOP) and why does the Committee turn to Ralph Bunche for advice?

[It is set up to design the transition from British mandate to independent Arab and Israeli states. Bunche is chosen because he had written his doctoral thesis on the question of decolonization.]

3. What danger does Bunche see in the situation in Palestine?

[The danger of a caste system developing, with the Palestinians on the bottom of the social and economic ladder.]

4. What are the two plans proposed by UNSCOP?
[A partition plan, calling for two separate states with an economic union, and a federation plan calling for a single state with Jerusalem as the common capital.]
5. Which plan is favored by a majority of the Jews? Of the Arabs? Which plan is favored by a majority of the UNSCOP committee?
[The partition plan is favored by a majority of the Jews and by a majority of the UNSCOP committee. The Palestinians and the Arab states favor the federation plan which has the support of a minority of the UNSCOP committee.]
6. What is one of the consequences of the war that breaks out immediately after the U.N. General Assembly votes to partition Palestine?
[Increased flight of Palestinians, which enlarges the Jewish-controlled area.]
7. What happens to Count Folke Bernadotte, the chief mediator for the U.N.?
[He is assassinated, probably by the Stern Gang.]
8. What were some of the factors on both sides of the conflict that Bunche had to consider in order for the Israelis and Egyptians to arrive at an agreement?
[He had to help the Egyptians save face because they had told their people they were winning the war; he had to help the Israelis "back off" even though they were determined to "fix" the Egyptians.]
9. What personal qualities help Bunche in his role as a mediator?
[Stamina, humor, the ability to put himself in the other's shoes]
10. How does Bunche use humor to break an impasse in the talks?
[He invites both delegations to his hotel room where he shows them the plates he had made to commemorate the accord that has not yet been reached, and tells the delegates he will personally break the plates over their heads if they don't move ahead to an agreement.]
11. How does Bunche respond when he learns that he has been awarded the Nobel Peace Prize? What does he do that is quite unprecedented?
[He tries to turn it down, saying what he did was just part of his job as a member of the U.N. Secretariat.]
12. Why is the award significant to people of color and to the U.N.?
[Bunche is the first person of color to be awarded the Nobel Peace Prize; the award also recognizes the newly formed U.N.'s first major diplomatic success.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. What qualities of a good mediator did Dr. Bunche demonstrate?
2. Why did the United Nations Special Committee on Palestine want Bunche to draft two plans to submit to the Security Council ? Why did the Jews prefer partition and the Arabs prefer a federated state?
3. How do you think the situation in Israel/Palestine might be different today if the federated state plan had been implemented in 1949?
4. What do you think are the biggest obstacles today to a lasting resolution to the conflict in this part of the world?
5. Dr. Bunche told the Egyptians and Israelis “You cannot afford to fail, you must succeed.” If you were mediating the ongoing conflicts between Israelis and Palestinians today, would you feel the same way? Why or why not? What do you think will be the consequences if no agreement to end the conflict is reached? What could be the possible consequences if an agreement were to be reached?

■ Digging Deeper—Activities and Research Projects

1. On a blank map of the world, have students color code the 1948 United Nations vote on the partition of Palestine into two states (Israel and Palestine) and analyze the results. Lead them in brainstorming questions that might be further researched in order to understand why each country voted as it did. (You will need to refer to a map of the world that predates the breakup of the former Soviet Union.) The vote was as follows:

In favor: 33

Australia, Belgium, Bolivia, Brazil, Byelorussian S.S.R., Canada, Costa Rica, Czechoslovakia, Denmark, Dominican Republic, Ecuador, France, Guatemala, Haiti, Iceland, Liberia, Luxemburg, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Peru, Philippines, Poland, Sweden, Ukrainian S.S.R., Union of South Africa, U.S.A., U.S.S.R., Uruguay, Venezuela.

Against: 13

Afghanistan, Cuba, Egypt, Greece, India, Iran, Iraq, Lebanon, Pakistan, Saudi Arabia, Syria, Turkey, Yemen.

Abstained: 10

Argentina, Chile, China, Colombia, El Salvador, Ethiopia, Honduras, Mexico, United Kingdom, Yugoslavia.

2. Have students create a montage of images on poster board that explains the current situation in Palestine. Ask them to explain their creation(s) in 500 or fewer words.
3. Have one or more students deliver Bunche's Nobel Peace Prize acceptance speech. Have them take questions from the class and answer in character. (The speech can be found online at <http://nobelprize.org/peace/laureates/1950/bunche-acceptance.html>.)
4. Ask students to trace the development of relations between Israelis and Palestinians and between Israel and the surrounding Arab states since the armistice agreements of 1949. Ask them to create a visual display that compares and contrasts the nations and groups involved in each outbreak of armed conflict, the specific territory disputed in each outbreak, how each conflict began, how a truce or armistice was negotiated in each case that stopped the fighting, at least temporarily, and how long each truce lasted before the next outbreak of armed conflict.

5. Have students prepare a position paper making recommendations to the Israelis and Palestinians that addresses
 - who will control which land;
 - how Jerusalem will be governed;
 - whether and, if so, how to compensate both Palestinians and Jewish settlers for losses resulting from any land redistribution plans;
 - how to protect minorities within each community (e.g., Palestinians in Israel, Israelis within Palestinian territory);
 - what consequences should be brought to bear on any party violating the agreement.

Ask them to support their recommendations with reference to historical facts and previous armistice agreements and peace accords.

6. Conduct a class debate on the question: "Shall the original terms of the U.N. partition agreement now be accepted by all parties?"

Name: _____ Date: _____

While You Watch “Peacemaker in Palestine”

1. What new factors add to the already tense situation in Palestine at the end of World War II?
2. What is the United Nations Special Committee on Palestine (UNSCOP) and why does the Committee turn to Ralph Bunche for advice?
3. What danger does Bunche see in the situation in Palestine?
4. What are the two plans proposed by UNSCOP?

The Architect of Peacekeeping

■ Synopsis



21 minutes

"The Architect of Peacekeeping" begins with the Suez Crisis of 1956 in which Egypt responds to the withdrawal of British and American financing for the Aswan High Dam project by nationalizing the Suez Canal Company. It includes:

- the subsequent Israeli, British and French invasions of Egypt;
- the proposal for the creation of a United Nations emergency peacekeeping force;
- Ralph Bunche's role in designing and implementing the peacekeeping plan;
- the successful resolution of the crisis through the deployment of the United Nations Emergency Force (UNEF) and the reopening of the Suez Canal by the U.N.

■ Historical Background

In the aftermath of World War II, the United States and its allies (the Western bloc) vied with the Soviet Union and its allies (the Eastern bloc) for the allegiance of the non-aligned nations around the world. At stake was control of the raw materials and resources of the so-called Third World. For the most part, these resources remained in the hands of the old European colonial powers with the Eastern bloc jockeying for an opening, determined to upset the status quo by siding with the independence movements taking place within the colonies. The power struggle between East and West quickly evolved into a nuclear arms race that for almost four decades after World War II threatened the entire world with death and destruction. During this period, the world faced a series of international crises and small wars that often ended up on the doorstep of the United Nations. The Suez crisis of 1956 was one of the major crises involving the struggle between East and West and emerging nationalism in the Third World.

■ Relevant Standards

National Council for the Social Studies Strands

Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (b) apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

In This Module (in order of appearance)

TERMS TO KNOW

nationalize, Secretariat,
Secretary-General, UNEF (United
Nations Emergency Force)

PEOPLE REFERENCED

Gamal Abdul Nasser,
Moshe Dayan, David Ben Gurion,
Anthony Eden, Dwight D.
Eisenhower, Lester B. Pearson,
Dag Hammarskjöld, Golda Meir,
Abba Eban, E. L. M. Burns

PLACES REFERENCED

Suez Canal, Israel, Egypt,
Gaza Strip

PEOPLE ON SCREEN

Sir Brian Urquhart, Abdeen Jabara,
Dr. David Levering Lewis, Abba
Eban, Dr. M. T. Mehdi

Strand III. People, Places, & Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can: (i) describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

Strand IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (e) examine the interactions of ethnic, national, or cultural influences in specific situations or events.

Strand VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (f) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Strand VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can: (d) describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.

Strand IX. Global connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (d) analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality; (f) analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

National Center for History in the Schools Standards**Standard 1. Chronological Thinking**

The student thinks chronologically:

Therefore the student is able to

- C. Establish temporal order in constructing their [the students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears;
- E. Compare competing historical narratives.

Standard 5. Historical Issues-Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation;
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ Map Connection

On a map of the world, locate the Suez Canal, note the nearby countries, and identify the canal's strategic position connecting the Mediterranean and the Red Sea.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION Who should control a resource or passageway that is needed by everyone? (Think of canals, oceans, airspace as well as natural resources used in industry and transportation such as oil, water, minerals, and precious metals.)

RECALL What honor did Dr. Ralph Bunche win in 1950, and why?

**HISTORICAL
CONTEXT** Who owned the Suez Canal prior to Nasser's nationalizing it? Why was it important to so many nations? How did the crisis in the Suez fit into the overall Cold War?

■ While You Watch (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. Why does President Gamal Abdul Nasser of Egypt nationalize the Suez Canal?
[To pay for the cost of constructing the Aswam High Dam after Egypt loses major financing from Western powers for the dam's construction.]
2. How do Israel, Britain, France, the United States and the Soviet Union respond initially?
[Israel invades Egypt, the United States introduces a motion for a ceasefire in the U.N. Security Council and, when France and England veto it, remains initially uninvolved; Britain and France threaten military intervention and invade Egypt while the Soviet Union threatens to come to the aid of Egypt.]
3. What proposal does Canada make to the U.N. General Assembly?
[Lester B. Pearson, the head of the Canadian delegation to the U.N., proposes the creation of an international emergency force under U.N. control to be deployed to the area, separating the combatants and allowing the invading forces to leave Egypt.]
4. What are the two main challenges to this idea?
[Israel's refusal to allow U.N. troops to be deployed on Israeli territory; obtaining Nasser's consent to deploy U.N. troops on Egyptian soil, and negotiating with Egypt regarding the rules of conduct for the peacekeeping forces that would be stationed on Egyptian soil.]
5. What role does Bunche play in UNEF?
[Answers may include the following: He is in charge of organizing the peacekeeping forces and working out the details of the operation; he works closely with Dag Hammarskjöld; he lays down the basic rules of conduct that all U.N. peacekeeping troops must observe.]
6. Why does the U.N. send Bunche to negotiate with Nasser?
[He is highly respected in the Arab world.]
7. What aspect of international peacekeeping did both the media and the soldiers have difficulty accepting at first?
[The idea that military contingents from national armies would not be allowed to use their weapons except in self-defense.]
8. What are some of the conventions invented during this time to distinguish the peacekeeping forces from the fighting forces?
[Blue berets, blue helmets; U.N. markings on vehicles]

9. President Eisenhower initially stayed neutral in the dispute. What does he finally do?
[He speaks to the American people, asking for support for the U.N. peacekeeping operation.]
10. How does Golda Meir, Foreign Minister of Israel, respond?
[She presents a plan to the U.N. for withdrawal of Israeli troops from Gaza.]
11. How long does it take Bunche to work out the basic rules of conduct and organization for peacekeeping operations that would last for decades?
[Ten days.]
12. How does Bunche refer to himself in his peacekeeping role at the U.N.? What does Bunche consider to be his most lasting achievement?
[Chief Troubleshooter; the United Nations peacekeeping force.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. What were the risks and rewards for the U.N. in attempting to resolve the Suez crisis?
2. In what way was the dispute over the Suez Canal a microcosm of the Cold War?
3. How was this dispute a critical test of the United Nations? Was the dispute successfully resolved?
4. What qualities and experiences did Dr. Bunche have that made him an effective mediator in this crisis?

■ Digging Deeper—Activities and Research Projects

1. President Nasser nationalized the Suez Canal when Western nations withdrew financing for the construction of the Aswan High Dam. Ask students to research why the financing was withdrawn. Have them research the events that led to this situation and create a timeline that summarizes their findings, showing historical causes and effects that led up to the Suez crisis.
2. Ask students to create a persuasive speech, to be given to the United Nations General Assembly, voicing the point of view of one of the following nations concerning the situation affecting the Suez Canal: England, United States, Israel, Egypt or the Soviet Union. Convene a mock General Assembly in which each point of view is expressed. You can find information at
 <http://www.nmun.org/> (colleges)
 <http://www.nhsmun.org/> (high schools)
3. Ask students to create a “T chart” describing the value of the Suez Canal then and now, and to answer the following question using their research: “Would the world react in the same way today as it did in 1956 to the closure of the Suez Canal?” Ask them to explain in 500-750 words.
4. Assign individuals or groups of students to research a situation in which the resources of a country have been the source of disputes between public and private interests. For example, water rights in Cochabamba, Bolivia; nationalization under Allende, and privatization under Pinochet, of mines and mills in Chile; nationalization of oil in Iran under Mossadeq; Castro’s nationalization of sugar plantations in Cuba; nationalization of banks in India; land nationalization in Zimbabwe; privatization of seed pollination—even accidental—of genetically modified crops in Canada. Have students find contrasting points of view in news coverage of the situation they have chosen to research and compare and contrast the different accounts, both in regard to the specific issue and in regard to the general question of the appropriate balance between public and private interests.

For Internet research, help students formulate effective search strings by identifying key words, such as “nationalization,” “privatization,” “water rights.” Be sure they understand that “water” and “rights” as separate terms will yield vast numbers of irrelevant results; searching for an entire phrase (often by using quote marks) is much more efficient. (See **A Note on Internet Resources**, page 37, in general reference section of the *Guide*.)

Name: _____ Date: _____

While You Watch “The Architect of Peacekeeping”

1. Why does President Gamal Abdul Nasser of Egypt nationalize the Suez Canal?
2. How do Israel, Britain, France, the United States and the Soviet Union respond initially?
3. What proposal does Canada make to the U.N. General Assembly?
4. What are the two main challenges to this idea?

Name: _____ Date: _____

5. What role does Bunche play in UNEF?
6. Why does the U.N. send Bunche to negotiate with Nasser?
7. What aspect of international peacekeeping did both the media and the soldiers have difficulty accepting at first?
8. What are some of the conventions invented during this time to distinguish the peacekeeping forces from the fighting forces?

Name: _____ Date: _____

9. President Eisenhower initially stayed neutral in the dispute. What does he finally do?

10. How does Golda Meir, Foreign Minister of Israel, respond?

11. How long does it take Bunche to work out the basic rules of conduct and organization for peacekeeping operations that would last for decades?

12. How does Bunche refer to himself in his peacekeeping role at the U.N.?
What does Bunche consider to be his most lasting achievement?

Ralph Bunche

the odyssey continues...

9

MODULE

International Troubleshooter

■ Synopsis



28 minutes

“International Troubleshooter” follows Bunche as he travels to various “hot spots” around the globe where U.N. peacekeeping forces are stationed. As Undersecretary-General for Special Political Affairs, Bunche is responsible for all U.N. peacekeeping operations. While this involves trying to establish order and control in situations that have already turned violent, Bunche also tries to prevent conflicts from escalating into violence, a tactic he calls “preventive diplomacy.” The module includes:

- Bunche’s role in handling crises in Cyprus, Kashmir, Yemen, and Bahrain;
- his unsuccessful efforts at the U.N. to prevent the renewal of hostilities between Israel and Egypt in 1967 and his concern about the ultimate consequences of that conflict;
- a first-hand account of how the Crips and the Bloods, two warring street gangs, sign a truce in 1992 modeled after the Middle East armistice that Bunche brokered back in 1949.

■ Historical Background

For over two decades after World War II, competition between the Soviet bloc and the Western bloc continued to play out in those parts of the world that had been colonized by various European powers. Even after former colonies gained their independence, the two major power blocs continued to vie for influence with the newly independent nations and a new form of economic colonialism arose. With independence came other conflicts, as well. These usually involved conflicts over land and resources claimed by different peoples and groups living within the new nations and, often, in areas surrounding those nations. When these regional and local conflicts threatened to involve the major power blocs, it often fell to the Security Council to try to put an end to the fighting.

This was the case in 1956, when Egyptian President Gamal Abdul Nasser nationalized the Suez Canal owned by British and French interests. When Israel, France, and England invaded Egypt to defend their interests in the Suez Canal, the Soviet Union threatened to use military force to protect Egypt. War between the two power blocs was narrowly averted when the United Nations stepped in by creating and deploying the first U.N. Emergency Force under the direction of Ralph Bunche. Bunche had previously distinguished himself as the chief mediator who forged an armistice ending the 1948 war between the newly created state of Israel and the surrounding nations of Jordan (then called Transjordan), Egypt, Syria and Lebanon, a feat that earned him the 1950 Nobel Peace Prize.

In This Module (in order of appearance)

TERMS TO KNOW

“preventive diplomacy,”
armistice, nationalism, UNEF
(United Nations Emergency
Force), breach, truce, “tragic hero,”
vendetta, revenge, enigma,
Crips, Bloods, the Stern Gang

PEOPLE REFERENCED

U Thant, John F. Kennedy,
Lyndon B. Johnson, Hamid
El-Kony, Gamal Abdel Nasser

PLACES REFERENCED

Cyprus, Greece, Turkey, Kashmir,
Yemen, Pakistan, Israel, Egypt,
Syria, Jordan, Palestine, Bahrain,
South Central Los Angeles, Bosnia-
Herzegovina, former Yugoslavia

PEOPLE ON SCREEN

Sir Brian Urquhart, Dr. Benjamin
Rivlin, Dr. Robert Edgar, Dr. Anwar
Dil, Dr. Herschelle Challenor,
Abba Eban, Clovis Maksoud,
Major General Indarjit Rikhye,
Abdeen Jabara, Daude Sherrill,
Dr. Charles Henry, Dr. Edwin Smith,
Dr. Jonathan Holloway

Background to Crips and Bloods Truce

In 1991, four Los Angeles police are captured on video repeatedly and viciously beating Rodney King, a black motorist they are attempting to arrest. The video is widely broadcast over national television and the entire nation follows the subsequent arrest and trial of the police officers with intense interest and concern. When a not-guilty verdict is handed down in April 1992, widespread rioting and looting erupts in South Central Los Angeles. In the midst of the violence, the Crips and the Bloods, two warring L.A. street gangs that have been rivals since the 1970s, sign a truce that will make it possible for them to work together to reconstruct their badly damaged neighborhood.

■ Relevant Standards

National Council for the Social Studies Strands

Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (f) apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (f) evaluate the role of institutions in furthering both continuity and change; (g) analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (f) analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights; (g) describe and evaluate the role of international and multinational organizations in the global arena.

National Center for History in Schools Standards

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- D. Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries;
- J. Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4. Historical Research Capabilities

The student conducts historical research:

Therefore, the student is able to

- A. Obtain historical data from a variety of sources;
- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5. Historical Issues-Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore the student is able to

- B. Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action;
- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ Map Connections

On a world map, locate India, Pakistan, Kashmir, Cyprus, Greece, Turkey, Yemen, the Suez Canal and Bahrain.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION How do you handle your feelings when you are hurt or angry with someone you feel has taken advantage of you? Do you try to defuse the situation? Do you think the methods individuals use to defuse a conflict between them would be applicable to groups of people or entire nations?

RECALL How successful was the use of U.N. peacekeeping troops first deployed in 1956 in the Suez Canal crisis?

HISTORICAL CONTEXT What are some of the biggest trouble spots in the world today? What issues are at the root of the problem in each of these areas?

■ While You Watch (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What is the purpose of an armistice?

[Answers may include the following: To stop the fighting in order to work out a permanent settlement; to buy time; to reduce the emotional "temperature" so the parties can sit down and talk instead of killing each other.]

2. What U.N. operations is Bunche responsible for overseeing?

[All major peacekeeping operations in Cyprus and in the rest of the world.]

3. What ability does Bunche have that serves him well in this role?

[Answers may include the following: An ability to listen to people; the ability to put himself in other people's shoes and to understand each side's position; his power came from the aura he projected of being a person of wisdom, tenacity, and great ability.]

4. What are some of the underlying beliefs that sustained and motivated Bunche throughout his life?

[Answers may include the following: He felt he had a mission to do something about world peace; that it was possible to work out a peaceful solution to every conflict if there was enough good will and determination on the part of the parties to the conflict; that if peoples and nations treated each other fairly and poverty and racism were eliminated, there would be no reason for war.]

5. What does Bunche say are the functions of U.N. peacekeeping troops?

[Not merely to report and try to stop breaches of the peace, but to prevent breaches before they occur.]

6. What qualities in Bunche's personality define him as a negotiator?

[Answers may include the following: Straight talk; humor; determination; fairness; restraint, tenacity.]

7. What demand does Egypt make to the U.N. in 1967? What is Bunche's response?

[The Egyptians ask the U.N. to withdraw U.N. peacekeeping forces from Egyptian soil; Bunche asks Nasser to reconsider this decision.]

8. What happens when the U.N. troops are withdrawn?

[Answers may include the following: The Six Day War; Egypt and Israel go to war; Israel starts war with a surprise attack.]

9. What is proven by the events that followed the withdrawal of the peacekeeping forces?

[The importance of the peacekeeping forces: how few were needed to keep the peace, but how disastrous the results were when they were gone.]

10. What surprises the Crips and Bloods when they discover who drafted the armistice agreement on which they modeled their own truce?

[They are surprised that it was written by a black man from their neighborhood of South Central Los Angeles.]

11. How does the conflict Bunche was dealing with in the Middle East compare with the conflict between the Crips and Bloods?

[Both reach visceral and bloody levels; both involve long-term animosity and conflict over territory.]

12. What makes it so difficult to eradicate gang, ethnic, racial, and religious warfare, such as that which took place in Los Angeles, or the violence that is happening in such places as Iraq, Darfur, and the Occupied Territories?

[Answers may include the following: Historical patterns of conflict between different groups; historical debts being paid; vendettas being played out; competition for land and resources.]

■ After You Watch

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Dr. Bunche advocates preventive diplomacy to avoid war because he believes that international conflicts can be resolved through negotiation without resorting to violence and war. Do you think this is a valid policy? Why or why not? Cite specific evidence for your position.
2. How did the Six Day War signal a change in the way Israel related to its Arab neighbors? What events since then provide evidence of this?
3. Did the decision to remove peacekeeping troops from the Sinai Peninsula, and the consequences that resulted from that decision, weaken the power of the United Nations? If so, in what ways?
4. In what ways can the Crips and the Bloods be compared to the Egyptians and Israelis? How did Dr. Bunche influence both sets of adversaries?
5. Can conflicts between historical enemies ever be put to rest? If not, why not? If so, how? How can vendettas and the urge for revenge be overcome?
6. Are there instances in your own life where someone intervened to help you resolve a conflict (for example a sibling, friend, parent, or teacher)? What did that person do that was effective? Have you ever been a mediator for others in conflict? What did you do that was effective?

■ Digging Deeper—Activities and Research Projects

1. Have students research the locations where the U.N. currently has peacekeeping missions and ask them to select one area or nation. Have them create a poster that includes a drawing of the political boundaries of the nation or area, a description of the reason why the peacekeepers are there, troop strength of the peacekeeping mission, duration of the mission to date, losses incurred by the peacekeepers (if available), and the countries involved in the mission. In a related opinion paper, have them provide their assessment of whether the mission has, or has not, been successful and the reasoning behind their assessment.

2. Have students create a visual display that includes
 - what is unique to U.N. peacekeeping forces: (helmets, armbands, vehicle insignias);
 - a list of locations where the United Nations has peacekeeping missions;
 - a list of nations that are contributing forces to these missions;
 - national flags of all nations contributing to peacekeeping missions.

3. Remind students of President John F. Kennedy's warning that the U.N. either "will grow to meet the challenges of our age, or will be gone with the wind... If we were to let it die...we would condemn our future, for in the development of this organization rests the only true alternative to war." Ask them to research the ways in which the U.N. has changed since its inception, in particular since Kennedy's speech in 1961. What role(s) does the U.N. play in the world today? What are some of the U.N.'s greatest successes in preventing war? What are some of its greatest failures? Have them write an editorial based on their research that takes a position on how the U.N. should change to meet the challenges of current times.

4. Ask students to identify an area of potential or actual conflict in their world (in their school, community, the nation or the world) that affects their lives. Ask them to formulate a plan to address the conflict using principles of preventive diplomacy. Explain that this will begin with them identifying what they believe are those principles. In their plan, ask them to include responses to the following questions:
 - What will happen if the conflict is allowed to escalate?
 - What will each party in the conflict stand to lose if it is not solved?
 - What is the goal of the mediation or negotiation?
 - What will each party gain if the negotiations are successful?
 - Who would be a good mediator (a "preventive diplomat") whom all sides would respect and who would be fair to all sides?
 - What support would the mediator and the parties to the negotiations need in order to implement and maintain the agreement?

Name: _____ Date: _____

While You Watch “International Troubleshooter”

1. What is the purpose of an armistice?
2. What U.N. operations is Bunche responsible for overseeing?
3. What ability does Bunche have that serves him well in this role?
4. What are some of the underlying beliefs that sustained and motivated Bunche throughout his life?

Ralph Bunche

the odyssey continues...

10

M O D U L E

Crisis in the Congo

■ Synopsis: Module 10a



27 minutes

Poorly prepared for independence, the Democratic Republic of the Congo has barely celebrated its independence on June 30, 1960, before it is plunged into crisis. "Crisis in the Congo, Part 1" covers the story through the point at which United Nations troops are guarding the life of Prime Minister Patrice Lumumba, and includes:

- the independence celebration, with its portents of troubles to come;
- mutiny in the Congolese army;
- Belgium's decision to send in troops to protect Belgian nationals and Belgian business interests;
- the announced secession of resource-rich Katanga province under Moise Tshombe;
- Lumumba's appeal to the U.N. for help;
- Lumumba's contacts with the Soviet Union and his distrust of the West in general;
- attempts on Lumumba's life by the CIA;
- Bunche's management of the crisis on a near daily level;
- the disagreement within the Security Council and between Lumumba and the U.N.

■ Synopsis: Module 10b



30 minutes

“Crisis in the Congo, Part 2” picks up the story as chaos and violence increases in the Congo. Bunche and Dag Hammarskjöld work feverishly to try to prevent the conflict from engulfing the continent and escalating into a war between the power blocs of East and West. This module includes:

- Bunche’s visit to Katanga province, which he assesses as being too dangerous for the deployment of unarmed U.N. troops;
- the Security Council’s demand that Belgium withdraw its troops;
- Lumumba’s increasing belligerence and distrust of the U.N. and Bunche;
- Bunche’s deteriorating health under the stress of the situation and his return to New York;
- the collapse of the Congolese government, and coup by General Mobutu;
- the kidnapping and murder of Patrice Lumumba and resulting demonstrations worldwide;
- U.N. cooperation with Cyrille Adoula as new prime minister;
- Hammarskjöld’s death in a plane crash, and U Thant’s subsequent appointment to fill out his term;
- Tshombe’s continued determination to secede in Katanga Province;
- U.N. authorization of peacekeeping troops to use force to drive the foreign mercenaries out of Katanga, resulting in the collapse of the secession movement.

■ Historical Background

Chapters XI and XII of the United Nations Charter had laid the groundwork for self-determination and the eventual independence of peoples living in the so-called non-self governing territories. In Africa, the process began with the independence of Ghana and Sudan in 1957. In 1960 fourteen African nations were slated for independence, including the Belgian Congo. A country of extraordinary natural wealth and resources, the Congo had been systematically looted by its Belgian colonizers for over sixty years and was ill-prepared for independence. The colonial government had kept native Congolese from any positions of responsibility and power. Out of thirteen and a half million Congolese, only seventeen had university degrees, and there were no African officers in the Congolese army.

Since winning the Nobel Peace Prize in 1950, Ralph Bunche had continued to work at the United Nations. In 1953, he coordinated the “Atoms for Peace” project; was appointed Undersecretary-General in 1954; directed the first U.N. peacekeeping operations in Suez in 1956; and, in 1957, was appointed Undersecretary-General of the U.N. for Special Political Affairs, with responsibilities that included overseeing U.N. peacekeeping activities world-wide.

In 1960, Bunche represents the United Nations at the independence ceremonies in the Congo and stays over to offer technical assistance to the new government. When the army mutinies and Prime Minister Lumumba asks the U.N. for peacekeeping support, Bunche is asked to stay on to coordinate that effort. By the time he leaves the Congo on August 21, 1960, Bunche’s health has seriously deteriorated.*

■ Relevant Standards

National Council for the Social Studies Strands

Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (c) identify and describe significant historical periods and patterns of change within and across cultures, such as...social, economic and political revolutions; (e) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

* See pages 13-15 in this *Supplement* for a detailed timeline showing events in the Congo in 1960 and 1961.

Strand V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

Strand VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (d) compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

Strand VII. Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can: (h) apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

In This Module (in order of appearance)**TERMS TO KNOW—MODULES 10a & 10b**

colony, colonialism, the Soviet Union, decolonization, *blanc*, paternalistic, mutiny, Africanization, the West, the East, *Force Publique*, Balkans/ balkanization, tribalization, the Cold War, plantations, the CIA

PEOPLE REFERENCED—MODULES 10a & 10b

Dag Hammarskjöld, King Baudouin of Belgium, Patrice Lumumba, King Leopold of Belgium (1865-1909), Moise Tshombe, Nikita Khrushchev, Joseph Kasavubu, Joseph Mobutu, Godefroid Munongo, Cyrille Adoula, Major-General Indar Jit Rikhye

PLACES REFERENCED—MODULES 10a & 10b

Belgium, the Congo, Katanga Province, the West, the East, the Soviet Union

PEOPLE ON SCREEN—MODULE 10a

F.T. Liu, Lloyd Garrison, Thomas Kanza, Sir Brian Urquhart, Ralph Bunche, Jr., Dr. Ronald Walters, Dr. David Levering Lewis

PEOPLE ON SCREEN—MODULE 10b

Sir Brian Urquhart, Dr. David Levering Lewis, Major General Indar Jit Rikhye, F.T. Liu, Thomas Kanza, Amiri Baraka, Dr. Ronald Walters, Robert Edgar, Robert Hill, Dr. W. Ofuatey-Kodjoe

Strand IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (b) explain conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies, and nations; (e) analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns; (g) describe and evaluate the role of international and multinational organizations in the global arena.

National Center for History in the Schools Standards**Standard 2. Historical Comprehension.**

The student thinks chronologically:

Therefore, the student is able to

- G. Draw upon data in historical maps in order to obtain or clarify information on the geographical setting in which the historical event occurred, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and historical events occurring there.

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Standard 5. Historical Issues — Analysis and Decision-Making

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

■ Map Connections

On a map of colonial Africa, indicate which countries in Europe control which African countries. On a map of the Congo, locate Katanga province, major cities, natural resources, and tribal names and areas of dominance. For a political map of the Democratic Republic of the Congo, go to <http://www.cia.gov/cia/publications/factbook/geos/cg.html>. (For a 1960 map of the Congo, see the general reference section of the *Guide*.)

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION What are some of the skills you need in order to live independently? How have you learned them? What kinds of challenges do you think newly independent countries might have to face? Are the skills they need the same as or different from those an individual might need?

RECALL How did Dr. Ralph Bunche's work help address issues of gang violence in Los Angeles? Are there parallels between gang warfare in urban areas and civil wars at a national level? If so, what are they?

**HISTORICAL
CONTEXT** At the eve of independence in the Congo, what groups of people lived and worked in the Congo? Would it matter to other African nations what happened there? Where did the raw materials go that were exported from the Congo? Who used them? (Facilitate sufficient discussion such that the list includes ordinary Congolese, Belgian colonists, Belgian administrators, U.N. officials, members of the army in the Congo, U.N. troops, aspiring leaders in the Congo. Ask students to watch for these various points of view as they watch the video.)

While You Watch—Module 10a (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What sign of trouble does Ralph Bunche identify and remark upon as he reviews troops at the independence ceremonies in the Congo?

[There are no Congolese officers in the army; all officers are Belgian.]

2. Why does Dag Hammarskjöld send Ralph Bunche to the Congo?

[To represent the United Nations at the independence ceremonies and to stay on to arrange for possible U.N. technical assistance to the new nation.]

3. How do the two speeches mentioned in the video—that of King Baudouin of Belgium and that of Patrice Lumumba—differ?

[King Baudouin delivers a paternalistic speech, praises the colonial administration and its treatment of the Congolese, and says the Belgians brought civilization to the Congo, for which the Congolese should be very grateful; Lumumba, on the other hand, harshly criticizes Belgian colonial rule, recounting the deprivations, cruelties and humiliations inflicted by the Belgians on the native Congolese.]

4. What is the reaction of the Belgians and the West in general, as contrasted to that of the Congolese, to Lumumba's speech?

[Answers may include the following: The Belgians and the West in general are offended, shocked; they see Lumumba as communist influenced, impulsive, uncontrollable; while among the Congolese the speech is very well received; Lumumba is seen as standing up to the colonial powers.]

5. Why is the Congo not prepared for independence?

[The Belgians had not allowed the Congolese to participate in the administration of the country or have access to training of any kind; at independence there were fewer than twenty college graduates among the entire Congolese population; there were only four college graduates in the newly independent government.]

6. What natural resources and industries make the Congo potentially a very rich country?

[Answers may include the following: minerals, uranium, gold, titanium, hydroelectric power, rubber, palm oil, and coffee plantations. Uranium, essential to the production of the atomic bomb deserves special attention, as it relates to the arms race during the Cold War.]

7. What happens when Bunche orders the Belgians to stop deploying troops to the Congo?

[They continue to send troops; the violence intensifies.]

8. What development takes place that threatens the economic survival of the new nation? Who is behind it?

[Katanga, the richest province, under Moise Tshombe's leadership, announces it will secede. The mining interests (largely Belgian, British, and American) are behind this move.]

9. Why are Bunche's efforts to get his message across to Lumumba unsuccessful?

[Answers may include the following: Lumumba didn't trust Bunche because he considered the U.S. and the U.N. to be pro-colonialist since they were unwilling to forcibly evict the Belgian forces from the Congo or send troops to help him fight the secessionist regime in Katanga; he thought that because Bunche was an African American, he did not have any real power and could not be of any help to him; he was influenced by the Soviets who wanted to gain a foothold in Africa and had an eye on the resources of the Congo.]

10. Who is trying to kill Lumumba? Why?

[Answers may include the following: the CIA, the Belgians, the U.S., his political enemies in the Congo; the West wanted continued control of the resources of the Congo and felt that Lumumba was uncontrollable and/or was sympathetic to the Soviet Union and communism. Congolese like Tshombe and Mobutu were willing to do the bidding of Western business interests in order to gain political power.]

11. When he feels his life is threatened, who does Lumumba turn to for help? What is the result?

[He asks the U.N. to protect him; the U.N. sets up a guard around his residence.]

■ Introducing Module 10b

Ask students to recall key ideas from Module 10a:

The Congo, unprepared for independence, is on the verge of splitting apart along tribal lines. Lumumba is unpredictable, doesn't trust Ralph Bunche, the West in general, or the U.N., and is marked for assassination by the CIA. Tshombe is leading a secession effort in resource-rich Katanga Province, backed by business interests from Belgium and supported by Belgian troops.

■ While You Watch-Module 10b (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. Bunche remarks that trying to assist in the Congo is “like trying to give first aid to a wounded rattlesnake.” What are some of the dangers that threaten Bunche as he tries to bring about a peaceful resolution to the Congo’s problems?

[Answers may include the following: He might be mistaken as a ‘blanc’ and be shot accidentally; he might be assassinated; Lumumba and Tshombe are both trying to manipulate him to get what they want; he’s seen as too pro-Western by some Congolese and as too pro-Congolese by some Belgians.]

2. What happens at the end of Bunche’s visit to Katanga?

[The Katangans try to prevent the plane that is coming to pick Bunche up from landing; Bunche talks them into allowing the plane to land, he leaves Katanga, and advises Hammarskjöld that the situation is too volatile to send in U.N. troops.]

3. What effect does the stress of dealing with the Congo situation have on Ralph Bunche’s health?

[Answers may include the following: His health and his eyesight deteriorated; flare up of phlebitis; exhaustion.]

4. What is Bunche’s greatest disappointment?

[The collapse of his relationship with Lumumba.]

5. What does Bunche tell Lumumba about the U.N.?

[That the U.N. is the only organization that can really help him and the Congo.]

6. What messages does Lumumba ignore? Who does he listen to instead? What is the consequence?

[He ignores messages from African and Asian heads of state advising him to stay in his residence, listens instead to advisors who convince him to leave to go to Stanleyville. He is arrested by Mobutu’s army.]

7. Who emerges as a new strongman in the central Congolese government?

[Joseph Mobutu.]

8. What is the reaction to Lumumba’s assassination?

[Protest demonstrations in cities around the world, some of them violent, some backed by the Soviet Union; protests at the U.N. disrupting the Security Council.]

9. Why does Bunche offer to resign? Is it accepted?

[Answers may include the following: He is concerned that all three of Hammarskjöld's key advisers on the Congo crisis are American and that it creates an appearance of undue U.S. influence on the U.N. even though the advisers are independent of the U.S. State Department. Answers may also note that the Soviet Union exploits the situation to criticize the U.N.'s actions in the Congo. Hammarskjöld insists that Bunche stay on.]

10. What position does the U.N. take about the coup?

[It does not recognize Mobutu as leader, and works with moderate Cyrille Adoula.]

11. After Hammarskjöld's death, how does the U.N. finally resolve the issue of Katangan secession?

[Security Council denounces Tshombe's plan for Katangan secession, authorizes use of force by U.N. troops to regain control of the province.]

■ After You Watch

Post-Viewing Discussion Questions—Modules 10a and 10b

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Before you watched the video, you were asked what challenges a newly independent nation might face; which of these challenges proved accurate in terms of the Congo? Did the Congo face any challenges that you had not predicted?
2. Why was the Congo of such interest, not only to Belgium, but to the United States and the Soviet Union as well?
3. Should different regions of a country have the right to secede and form a sovereign nation? Why or why not? Consider examples such as East Pakistan becoming Bangladesh, Chiapas' struggle for autonomy in Mexico, and rebellion in the Darfur region of the Sudan.
4. Can Katanga's secession from the Congo be compared to the South's threat to secede from the United States? Are the issues involved similar? How do they differ?
5. How do the issues faced by the newly independent Congo in 1960 compare with the issues faced by the Iraqi people today?

■ Digging Deeper—Activities and Research Projects— Modules 10a and 10b

1. Divide the class into several interest groups: U.N. representatives; Belgian businessmen and women; Congolese people from the capital Leopoldville; Congolese people from Katanga Province; Belgian colonists; United States representatives; Soviet Union representatives. Have each group draft a proposal for the administration of the Congo during its transition from colonial to independent status. The proposal should deal with issues such as:

- land, property and businesses currently owned by Belgian and other European corporations;
- the status of whites who have been living in the Congo and working there for generations;
- who should be in charge of the army and of the police;
- how power should be shared, if at all, among the current residents, that is, native Congolese and European colonists;
- what kind of government system should be put in place;
- who should write the constitution,
- who should control the natural resources,

Have students present their proposals in a mock town meeting for debate and discussion.

2. Remind students that Bunche is seen at the end of Module 10b saying the U.N. learned not only to resist counting their chickens before they hatch, but to wait until they cackle. Ask students what they think that might mean for the Congo and other countries that gained political independence after the end of World War II. Have them research what has happened in the Congo since 1963, using the following questions as guides:

- Who has ruled it?
- Have there been further conflicts? With whom?
- What is the situation in the Congo today?
 - What form of government does it now have?
 - Is it still resource rich? Are those resources the same as the ones mentioned in the video?
 - Who buys Congolese resources and products?
 - What are the principal cultures and ethnic groups of the Congo today?
 - How do they get along with one another?
 - What are the issues there today?

Ask students to create a mini-documentary in the style of the video, with quotations, news headlines, and narrative to present what they've learned. Have them present their documentaries as readers' theater or video.

3. Ask students to research the civil rights activists and African American leaders in the United States during the 1960s and 1970s, the conflicts between gradualists and insiders (such as Bunche) and more militant leaders (such as Amiri Baraka, also known as LeRoi Jones). Some figures for possible research are Martin Luther King, Jr., Stokely Carmichael, H. Rap Brown, Eldridge Cleaver, Malcolm X, A. Philip Randolph, Roger Wilkins, Bayard Rustin, Angela Davis, Fred Hampton, Whitney Young, Julian Bond, Robert Moses, and Amiri Baraka. Alternatively, they might focus on various civil rights organizations and their different points of view: National Association for the Advancement of Colored People (NAACP); Urban League; Black Panthers; Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); Southern Christian Leadership Conference (SCLC); Organization of Afro-American Unity (OAAU). Have them create a poster display with images of the leaders or groups and representative quotes from each illustrating the range of points of view represented. (This project is also suggested for Modules 4a and 4b.)
4. Have students create a timeline of the movement for African independence and Africanization on that continent and the civil rights movement in the United States. Have them identify key events and movements for each. Ask them to find out if there were any direct connections between leaders or events in Africa and leaders or events in the United States. (One Congo-related event to include might be the Ali-Frazier prizefight in Zaire.) (Note: This project is also suggested for Modules 4a and 4b.)
5. Show one or more segments from "The Africans" (produced by WETA/BBC) with African scholar Ali Mazrui. Of specific relevance to this module are the following: Episode 4—"The Tools of Exploitation" (colonial economic legacy, European control of resources, with specific attention to the role played by Belgium and Great Britain); Episode 5—"New Conflicts" (issues in post-colonial Africa) and Episode 6—"In Search of Stability" (compares post-colonial political systems in Africa, including Zaire and Tanzania). Ordering information at: <http://www.learner.org/resources/series8.html>.

Timeline showing the rapidly unfolding set of events in the Congo in 1960-61

1960	
June 23	Government formed
June 26	Elections held
June 30	Independence ceremony
July 9	Mutiny in army spreads across Congo; some Europeans killed.
July 10	Belgian airborne troops intervene to protect whites, 20+ Congolese civilians killed; mass exodus of Belgians from country.
July 11	Katanga, the Congo's richest province, declares secession under provincial president Moïse Tshombe.
July 12	Bunche asks Hammarskjöld to provide emergency airlift of food, plus technicians and administrators.
July 12	Lumumba and Kasavubu request military assistance from United Nations.
July 13	Belgian paratroops take over Leopoldville airport and European area of the city; Lumumba requests military aid from Ghana; Hammarskjöld calls emergency meeting of Security Council at U.N.
July 14	Security Council authorizes U.N. forces to go to Congo.
July 15	First U.N. forces begin to arrive from Tunisia, followed by contingents from Ethiopia, Ghana, and Morocco.
July 16	Bunche makes radio address to Congo to explain the U.N. presence and effort to assist, urging patience and moderation.
July 17	Bunche requests additional U.N. troops; Swedish and Irish battalions head to the Congo.
July 18	Lumumba presents Bunche with ultimatum to have all Belgian troops withdrawn in 48 hours or he will appeal to Soviet Union for aid.
July 20	Lumumba requests U.N. help to foil attempts on his life.
July 23	Belgians pull troops out of Leopoldville.
July 28	Hammarskjöld arrives in the Congo, realizes enormity of danger of full-scale war breaking out.

<u>1960</u>	
August 2	Hammar-skjöld decides to send Bunche to Katanga to try to persuade Belgian troops to leave as soon as U.N. troops can arrive.
August 4	Bunche flies to Katanga and meets with Tshombe and Belgians. Tshombe tells press U.N. has decided not to send troops to Katanga.
August 5	Katangese soldiers prepare to block airfield to prevent U.N. plane from landing; Bunche talks Katangese into allowing plane to land; he leaves Katanga.
August 8	Security Council agrees to demand immediate withdrawal of Belgian troops from Katanga, stating that U.N. forces are necessary.
August 9	Lumumba declares a state of emergency.
August 11	Hammar-skjöld returns to Congo, landing in Leopoldville.
August 12	Hammar-skjöld convinces Tshombe to allow U.N. troops to land in Katanga.
August 13	Lumumba demands withdrawal of all white U.N. troops from Congo.
August 17	Two of Bunche's security aides are arrested and threatened with death before being rescued.
August 19	Lumumba fails to keep a meeting with Bunche; Bunche declines to meet with Lumumba's deputy.
August 21	Bunche leaves Congo in ill health.
August 27	Lumumba visits Stanleyville; U.N. troops from Canada and the U.S., mistaken for Belgians, are beaten by Congolese police and soldiers at the airport, rescued by Ethiopian U.N. soldiers.
September 6	Kasavubu-Lumumba government breaks up; each claims power and denounces the other.
September 13	Joseph Mobutu, backed by Western powers, takes over government.
November	Lumumba leaves Leopoldville to try to garner support elsewhere in the Congo.
December 2	Mobutu's troops arrest Lumumba; U.N. appeals for Lumumba to be treated humanely.

1961	
February 13	Munongo announces that Lumumba and his companions “escaped” and have been massacred by unnamed villagers; demonstrators disrupt Security Council, blame U.N. and U.S. for Lumumba’s death.
March	Mobutu’s troops drive U.N. Sudanese troops out of the port of Matadi.
April	Moise Tshombe arrested by Mobutu’s government, held till June.
June	President Kasavubu requests U.N. assistance in reconvening Parliament and establishing a constitutionally legitimate government.
August	Congolese Parliament approves government of national unity headed by moderate Cyrille Adoula.
August 24	New government expels foreign mercenaries, asks U.N. assistance; Hammarskjöld prepares to visit Congo to facilitate meeting of Adoula and Tshombe; meeting is scuttled when violence breaks out between U.N. troops and European mercenaries.
September	U.S. pressures U.N., concerned about possible pro-leftists in Adoula government replacing Tshombe.
September 17	Hammarskjöld decides to meet Tshombe in Northern Rhodesia to try to convince him to come to Leopoldville to talk to Adoula.
September 18	Hammarskjöld’s plane crashes in Northern Rhodesia, killing all aboard.
November 24	Security Council denounces Tshombe’s secession and authorizes U.N. troops to use force to expel foreign mercenaries from Katanga.
December 5-19	U.N. forces battle Tshombe’s mercenaries, forcing Tshombe to recognize Kasavubu as head of state.
1962	Tshombe continues to maneuver for power and autonomous control in Katanga.
January, 1963	U.N. forces peacefully enter Tshombe’s last stronghold; Tshombe finally renounces the Katanga secession.

Name: _____ Date: _____

While You Watch “Crisis in the Congo, Part I”

1. What sign of trouble does Ralph Bunche identify and remark upon as he reviews troops at the independence ceremonies in the Congo?
2. Why does Dag Hammarskjöld send Ralph Bunche to the Congo?
3. How do the two speeches mentioned in the video — that of King Baudouin of Belgium and that of Patrice Lumumba — differ?
4. What is the reaction of the Belgians and the West in general, as contrasted to that of the Congolese, to Lumumba’s speech?

Name: _____ Date: _____

9. Why are Bunche's efforts to get his message across to Lumumba unsuccessful?

10. Who is trying to kill Lumumba? Why?

11. When he feels his life is threatened, who does Lumumba turn to for help?
What is the result?

Name: _____ Date: _____

While You Watch “Crisis in the Congo, Part 2”

1. Bunche remarks that trying to assist in the Congo is “like trying to give first aid to a wounded rattlesnake.” What are some of the dangers that threaten Bunche as he tries to bring about a peaceful resolution to the Congo’s problems?
2. What happens at the end of Bunche’s visit to Katanga?
3. What effects does the stress of dealing with the Congo situation have on Ralph Bunche’s health?

Name: _____ Date: _____

8. What is the reaction to Lumumba's assassination?
9. Why does Bunche offer to resign? Is it accepted?
10. What position does the U.N. take about the coup?
11. After Hammarskjöld's death, how does the U.N. finally resolve the issue of Katangan secession?

Ralph Bunche

the odyssey continues...

11

M O D U L E

The Man Behind the Myth

■ Synopsis



37 minutes

“The Man Behind the Myth” begins with an overview of the conflicting public views of Bunche. While most Americans saw Bunche as a “model Negro,” the Soviets saw him as an apologist for the United States, the McCarthyites saw him as an agent of the Soviets, and some black militants saw him as an international Uncle Tom. The module includes:

- excerpts from Bunche’s Nobel Peace Prize acceptance speech;
- the important role Bunche played in the decolonization process that took place in the two decades following World War II;
- the media’s role in the creation of Bunche’s public persona and how Bunche used the media to advance the cause of civil rights and racial justice;
- Bunche’s personal experiences with racial segregation and discrimination and his response to it;
- his marriage and family life;
- the attack on his loyalty by McCarthyites and his successful rebuttal of these charges before the U.S. Loyalty Board;
- his life-long belief in the connection between human rights and civil rights in the United States and the rest of the world.

■ Historical Background

Ralph Bunche began his teaching career in the 1920s. It was a time of enormous change in the nation and the world. The Russian Revolution of 1917 had established communism as an ideology that would compete with capitalism for much of the rest of the century. World War I had essentially finished off what was left of the Ottoman Empire, and under the League of Nations, Great Britain and France were granted mandates to govern much of the Middle East. Meanwhile, European powers continued to exploit their colonial holdings in Africa and around the world.

While associated with Howard University, Ralph Bunche wrote *A World View of Race*, did field research on the impact of colonialism on colonized peoples, and was a major contributor to Gunnar Myrdal's unprecedented study of race in the United States, *An American Dilemma*. Determined to do what he could to fight Nazism, he left teaching to work for the United States government during World War II. But it was when Bunche went to work for the United Nations, and distinguished himself as an extraordinary mediator, that he gained international renown. The U.S. media, especially during the Cold War struggle between East and West, frequently cited Bunche as proof that American society treated all its citizens, black and white, with fairness and equality. Bunche, on the other hand, took every opportunity that his celebrity status gave him to remind Americans that they were not living up to their much-vaunted principles.

The nature of his job at the U.N., especially in times of crisis, demanded long hours of work and frequently took him away from family and home for protracted periods of time. Ultimately, Bunche's dedication to world peace, human rights and social justice took its toll on his health and on his family, as well.

In This Module (in order of appearance)

TERMS TO KNOW

crossover, witch-hunt,
Palestine, McCarthyism,
Cold War, *pater familias*,
communist

PEOPLE REFERENCED

Eleanor Roosevelt, Harry Truman,
Joseph McCarthy, Ruth Bunche,
Dag Hammarskjöld

PLACES REFERENCED

Israel, Transjordan, Lebanon,
Syria, Egypt

PEOPLE ON SCREEN

Dr. John A. Davis, Sir Brian Urquhart,
Dr. Benjamin Rivlin, John H. Johnson,
Dr. Ben Keppel, Dr. Herschelle
Challenor, Jane Johnson Taylor,
Dr. Charles Henry, Joan Bunche,
Ralph Bunche, Jr., Ernest Gross,
Dr. Edwin Smith, Dr. John Hope
Franklin, Dr. Robert Hill

■ Relevant Standards

National Council for the Social Studies Strands

Strand IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (c) describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; (f) analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

National Center for History in the Schools Standards

Standard 4. Historical Research Capabilities

The student conducts historical research:

Therefore the student is able to

- F. Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

■ Map Connection

On a map of the world in the 1950s, locate areas considered to be under Western influence and areas considered to be under Soviet or Eastern Bloc influence.

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION What criteria would you use to choose the “International Man of the Year”?

RECALL The title of this module is “The Man Behind the Myth.” What is a “myth” in this context? What is the “myth” of Bunche, as we’ve come to understand it so far? What questions do you have about what he might “really” be like behind that image?

**HISTORICAL
CONTEXT** What was McCarthyism?

■ While You Watch (with teacher's answer key)

For suggestions for use of these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What are some of the differing, even opposing, views of Ralph Bunche?
[Answers may include: tool of the West, agent for the Soviets, international Uncle Tom, model Negro]
2. What does Bunche achieve that raises him to a "mythic" level?
[He succeeds in getting four separate Middle East armistice agreements signed, ending the 1948 war between the new state of Israel and four Arab nations.]
3. In 1950, Bunche is awarded the Nobel Peace Prize. What is the story behind the award that reveals his essential modesty in spite of this towering achievement?
[He tries to turn it down because he feels he was only doing his job, is ordered to accept it by the Secretary-General of the U.N. as an honor to the U.N.]
4. How does Bunche adhere to his principles when traveling or speaking in the racially segregated southern states?
[He won't speak unless it is to an integrated audience.]
5. How does Bunche's reaction to his picture on the cover of Ebony Magazine show his awareness of his status as a role model?
[He is upset that it shows him with a cigarette, although he has since quit smoking.]
6. Bunche's daughter Joan says he was the classic *pater familias* at home. What details does she give of this?
[Answers may include: He was a dominating force, supervised everything, was chief disciplinarian, demanded a lot of his children; she and her sister called him "the dictator" behind his back; everybody got busy when they knew he was due home.]
7. Bunche's son tells a story that illustrates Bunche's high standards. What does he quote his father as saying when he finds out his son was out at a party on a Saturday night?
["You don't have straight A's. What are you doing out at a party?"]
8. When Bunche is accused of being a communist and is about to be investigated by a Senate subcommittee, what advice does Eleanor Roosevelt give him?
[She advises that he cooperate fully, because if he doesn't, people will think he has something to hide.]
9. What finally clears him of accusations of disloyalty?
[Former communist John Davis testifies that not only did he never see Bunche at the meeting he is accused of attending, but that, from the point of view of the communists, "he was the enemy."]

10. What position is he promoted to at the U.N.?

[Undersecretary-General, second in command only to Dag Hammarskjöld, the Secretary-General.]

11. Cite examples of how Bunche participates in the civil rights struggle even though his job as an international civil servant at the U.N. prohibits him from becoming involved in the political affairs of any member nation, including his own.

[Answers may include: He talks about race relations in the U.S. by speaking about the human rights sections of the United Nations, relating human rights struggles abroad to civil rights struggles here; he speaks at the March on Washington in 1963; he refuses to speak to non-integrated audiences in the South; he increases pressure on the U.S. by facilitating freedom for people of color elsewhere in the world.]

12. Though Bunche was a man of extraordinary accomplishments, he is not well remembered today. What personal qualities may have contributed to this?

[Answers may include: He disliked celebrity, he was interested in getting results rather than publicity, he was selfless in his devotion to public service.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Before viewing the video, you brainstormed some criteria for being named “International Man of the Year.” In what ways did Dr. Bunche meet these criteria? Are there criteria he did not meet?
2. Compare Dr. Bunche’s public life with his private life. How was he different at home than he was in public? How was he the same?
3. What does it mean to be a myth, or of mythic stature? Does Dr. Bunche deserve mythic status? Why or why not? Cite evidence from this video and previous ones (if you’ve watched them) to support your point of view. Who are other “mythic” men and women in our history? Why do you consider them mythic?
4. What would you do if you were called to testify before a Senate committee or the Department of Homeland Security because someone had accused you of being anti-American and therefore of giving aid and comfort to terrorists? Would you cooperate? Would you refuse to answer based on the Bill of Rights? Would you be afraid? Would you be angry? Would you be indifferent? Would you be happy they are really checking up on people?
5. What factors, other than personal modesty, do you think might explain why Bunche is not well known today?

■ Digging Deeper—Activities and Research Projects

1. Remind students that one of Bunche's extraordinary achievements, for which he won the Nobel Peace Prize, was mediating separate armistice agreements between Israel and four Arab nations in 1949. Ask students to find the texts of those armistice agreements and read their provisions. (Main points are summarized at <http://www.mideastweb.org/isrsyrmistice1949.htm>.) Compare to a text of the Oslo Accords signed in 1993 between the Israelis and Palestinians (main points can be found at http://www.palestinefacts.org/pf_1991to_now_oslo_accords.php). How are the terms the same? How are they different? Have students prepare a chart that summarizes the similarities and differences, and present to the class.
2. Lead the class in brainstorming a list of other "mythic" men and women in our history. Have students work individually, in pairs, or in small groups to choose one to research and write about. Ask them to compare the achievements or actions that made them "mythic" with what they can find out about what they were like "behind the myth."
3. Ask students to write a speech nominating someone for American Father of the Year, American Mother of the Year, or American Family Person of the Year. Ask them to include those qualities that they think justify such an award, as well as particulars that tell why their nominee is worthy of the award.
4. Have each student research a Nobel Peace Prize winner. (For a complete list and biographical notes on each, visit the website of the Nobel Prize Committee at <http://www.nobel.se/peace/laureates/>.) Convene a "Peace Prize Winners' Forum," in which students discuss contemporary problems of conflict in the world, each playing the role of the person he or she has researched. In speaking to the problems of today, students should make reference to how the Nobel winner they are portraying helped bring about peaceful resolutions in their own time and place, and what insight that gives them about today's problems. Depending upon the size of the class, you might do this in two or three different sessions, with part of each class being audience for another part.

Name: _____ Date: _____

While You Watch “The Man Behind the Myth”

1. What are some of the differing, even opposing, views of Ralph Bunche?
2. What does Bunche achieve that raises him to a “mythic” level?
3. In 1950, Bunche is awarded the Nobel Peace Prize. What is the story behind the award that reveals his essential modesty in spite of this towering achievement?
4. How does Bunche adhere to his principles when traveling or speaking in the racially segregated southern states?

Name: _____ Date: _____

5. How does Bunche's reaction to his picture on the cover of Ebony Magazine show his awareness of his status as a role model?
6. Bunche's daughter Joan says he was the classic *pater familias* at home. What details does she give of this?
7. Bunche's son tells a story that illustrates Bunche's high standards. What does he quote his father as saying when he finds out his son was out at a party on a Saturday night?
8. When Bunche is accused of being a communist and is about to be investigated by a Senate subcommittee, what advice does Eleanor Roosevelt give him?

Name: _____ Date: _____

9. What finally clears him of accusations of disloyalty?
10. What position is he promoted to at the U.N.?
11. Cite examples of how Bunche participates in the civil rights struggle even though his job as an international civil servant at the U.N. prohibits him from becoming involved in the political affairs of any member nation, including his own.
12. Though Bunche was a man of extraordinary accomplishments, he is not well remembered today. What personal qualities may have contributed to this?

Ralph Bunche

the odyssey continues...

12

M O D U L E

The Final Years

■ Synopsis



40 minutes

"The Final Years" focuses on the last years of Dr. Bunche's life. This module includes:

- his sense of personal mission that kept him at the U.N. in spite of serious health issues;
- the tragedy of his daughter Jane's suicide;
- his anguish over the Vietnam war;
- his reflections on the urban riots of the 1960s;
- his frustration at not being able to be fully involved in the civil rights movement at home;
- his last illness and death in 1971;
- an assessment of his legacy and achievements.

■ Historical Background

From its inception in the mid-1940s through the mid-1960s, the United Nations played a key role in preventing the Cold War from erupting into a third world war. Ralph Bunche was at the center of that effort, brokering armistice agreements in the Middle East, shepherding independence movements in Africa, overseeing the creation and deployment of U.N. peacekeeping forces and designing the policies and procedures for peacekeeping operations that would last to this day.

In 1958, Dr. Bunche began intensive treatment for diabetes, one of a number of health problems that plagued him throughout his later years. In spite of ill health, he kept up a grueling schedule, often working around the clock in an attempt to mediate international crises and stave off armed conflict. His behind-the-scenes efforts were not always appreciated by progressives and radicals who felt he was too much of a gradualist, but many who were impatient with his approach at the time eventually came to appreciate his ability to find a solution to seemingly intractable problems. He was able to see beyond an immediate problem to the future and envisioned the United Nations as an institution that would not only provide an immediate alternative to war but would lead the way to a more equitable and just world in the future. He believed in the possibility of change.

In This Module (in order of appearance)

TERMS TO KNOW

enigmatic, paradoxical, racism,
U.N. Special Political Committee,
dialysis

PEOPLE REFERENCED

Martin Luther King, Jr.,
Lyndon Johnson, Dean Rusk,
U Thant, Ruth Bunche,
Jane Bunche, Ralph Bunche, Jr.,
Golda Meir, Roy Wilkins,
Leontyne Price

PLACES REFERENCED

New York City, Vietnam

PEOPLE ON THE SCREEN

Dr. David Levering Lewis, Sir Brian
Urquhart, Jane Johnson Taylor,
Joan Bunche, Nina Pierce, Ralph
Bunche, Jr., William Mashler, F. T. Liu,
Dr. Herschelle Challenor, Dr. John
Hope Franklin, Dr. Vincent Browne,
Dr. Benjamin Rivlin

■ Relevant Standards

National Council for the Social Studies Strands

Strand IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can: (c) describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; (f) analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

National Center for History in the Schools Standards

Standard 3. Historical Analysis and Interpretation

The student engages in historical analysis and interpretation:

Therefore the student is able to

- C. Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

■ Map Connections

On a map of the world, locate the “hot spots” where Ralph Bunche was called upon to help resolve a crisis in his last years — Cyprus, Iran, Bahrain; locate Vietnam (where Bunche’s son served in the armed forces).

■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

OPINION What does it mean to leave a legacy? What are some things you would like to leave as a legacy?

RECALL What do you think is Bunche’s greatest legacy?

HISTORICAL CONTEXT The 1960s were a time of great social and political change in the United States and throughout the world. What are some of the changes that were taking place at that time?

■ While You Watch (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What tactical mistake does Bunche think Dr. Martin Luther King, Jr. is making? Why does he think it is a mistake?

[Answers may include: Linking the civil rights movement with the peace movement; Bunche felt it would divide and weaken the civil rights movement, he felt King should stick to civil rights which was his area of expertise, not get involved with a highly controversial foreign policy issue.]

2. What are Bunche's personal feelings about the Vietnam war?

[He was frustrated that the U.N. had not been able to play a role in halting the war. He was extremely concerned about his son who was on active duty in Vietnam.]

3. What hope does Bunche express about the national outpouring of grief and mourning over the assassination of Dr. King?

[That if the sentiment behind the mourning could be converted to action, the racial problems in this country could be solved.]

4. What event devastates Bunche and his wife Ruth?

[The mysterious death of their daughter, who falls from the roof of her apartment building.]

5. Why doesn't Bunche retire from the U.N. when he says he will?

[Answers may include: U Thant begs him to stay on; on a profound psychological level, he may need to stay involved after his daughter's death; he feels compelled to do all he can do to ensure that the U.N. continues along the path that he had envisioned for it; he has a calling to his work.]

6. How does Bunche react to his son being called up to serve in Vietnam?

[He thinks the war is senseless, useless; he's enraged, more so upon realizing that if he gives voice to his feelings, it may place his son in even greater danger.]

7. Does Bunche finally retire from the U.N. when he loses his eyesight and is hospitalized for his diabetes?

[Not immediately; he works from his hospital bed as soon as he is able to do so; he eventually retires because of concerns that his family would lose his pension.]

8. What are some of the things he is working on as he nears death?

[Answers may include: U.N. peacekeeping missions; U.N. Special Political Committee; the Israeli-Palestinian problem; documentation of the civil rights movement.]

9. Who is the first mourner to appear at the funeral home? Why is this significant?

[Golda Meir, Prime Minister of Israel. It is significant because it shows the measure of her respect for Bunche in spite of the fact that they did not always agree or have an easy relationship.]

10. What are some of Bunche's most lasting legacies?

[Answers may include: The invention of U.N. Peacekeeping; his contribution to, and documentation of, the civil rights movement; helping avert a third world war over the Congo and the Suez Canal; the peaceful decolonization of many colonies and all the trust territories in Africa and around the world; helping draft Chapters XI and XII of the United Nations Charter; his work in setting up the International Atomic Energy Agency; laying the foundations for a strong and effective United Nations; his work in assuring passage of the Universal Declaration of Human Rights.]

■ After You Watch

Post-Viewing Discussion Questions

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Dr. Bunche said, "I have a deep seated bias against hate and intolerance... against racial and religious bigotry ... against war, a bias for peace ... which leads me to believe in the essential goodness of my fellow man, which leads me to believe that no problem of human relations is ever insoluble." What evidence can you cite to support Dr. Bunche's optimistic view of human potential? What are some examples in history where humans have displayed their "essential goodness"?
2. Why did people the world over mourn Dr. Bunche's death?
3. How does Dr. Bunche's interest in the Civil Rights Documentation Project reflect his training in anthropology as a field researcher?
4. Do you think Bunche's goal of achieving freedom and equality for people of color, both in the United States and in former colonial countries, has been achieved? Why or why not?

■ Digging Deeper—Activities and Research Projects

1. Ask students to think about Dr. Bunche's entire life, his character, his accomplishments. Have them work in teams to write and illustrate books for younger students that communicate what they think are the most important things everyone should know about Dr. Bunche. Arrange for them to visit elementary school classrooms to read their books.
2. Have students design memorial cubes to Dr. Bunche: create $10 \times 10 \times 10$ cardboard cubes; on each of the six sides, students place six different elements they want to communicate about Bunche. For example, a side might show a picture of Dr. Bunche, a quotation from him or about him, a list of accomplishments, something about his childhood, something about his family, something about his winning the Nobel Peace Prize, negotiating the armistice in Palestine—whatever each student feels are six important things to communicate. Build a "Dr. Bunche" wall or mobile from all the cubes for display in the school library or reception area where others can view and read them.
3. Begin or continue a Model U.N. project at your school. You can find information at:

<http://www.nmun.org/> (colleges)
<http://www.nhsmun.org/> (high schools)
4. Have students research resources documenting the civil rights movement and share what they learn in class discussion, visual display, or in recorded or video-taped format. Online primary sources (video and audio clips) can be found at <http://www.c-span.org/classroom/bhm2004.asp>. Howard University archives include the oral history interviews that were part of the Civil Rights Documentation Project organized by Dr. Ralph Bunche. These interviews are now collectively referred to as Ralph J. Bunche Oral History Collection and are part of the Howard University Voting Rights Act Oral History and Documentation Project, which can be found at <http://www.huarchivesnet.howard.edu/9911huarnet/madison1.htm>. A list of all the oral history interviews is at <http://wwwFOUNDERS.howard.edu/moorland-springarn/ohindex.htm>. Another Civil Rights Documentation Project focusing on Mississippi is online at <http://www.usm.edu/crdp/html/history.shtml>. The American Library Association page of links to resources on the civil rights movement is located at <http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2004/september04/civilrights.htm>

Name: _____ Date: _____

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