

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
<i>armistice</i>		X	
<i>negotiate</i>	X		
<i>Nobel Peace Prize</i>		X	
<i>Great Migration</i>			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
<i>armistice</i>	1 (1)	(14)	(9)
<i>negotiate</i>	(15)	(8)	1 (1)
<i>Nobel Peace Prize</i>	(20)	(3)	1 (1)
<i>Great Migration</i>	(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.

Moïse 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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Jonathan Holloway*

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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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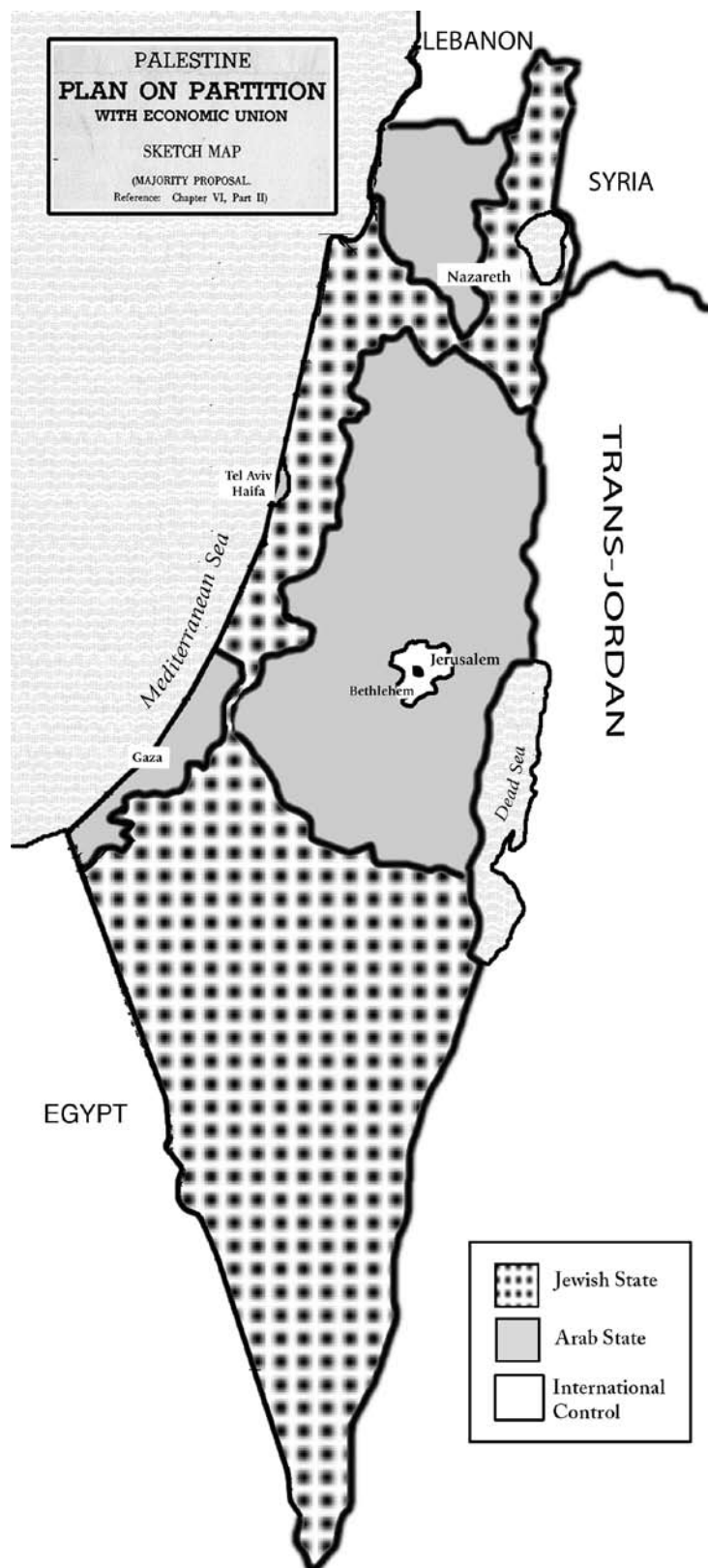
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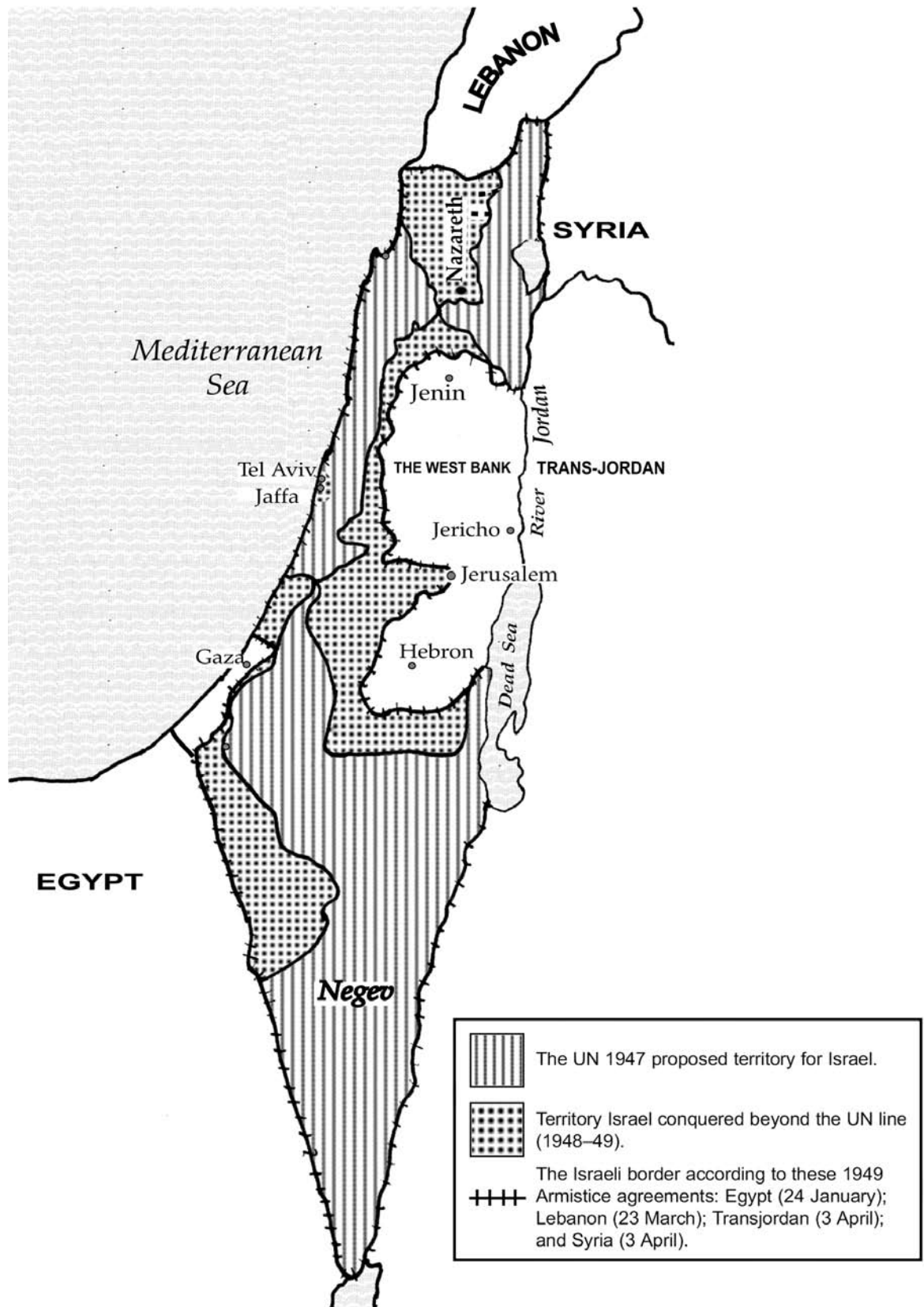
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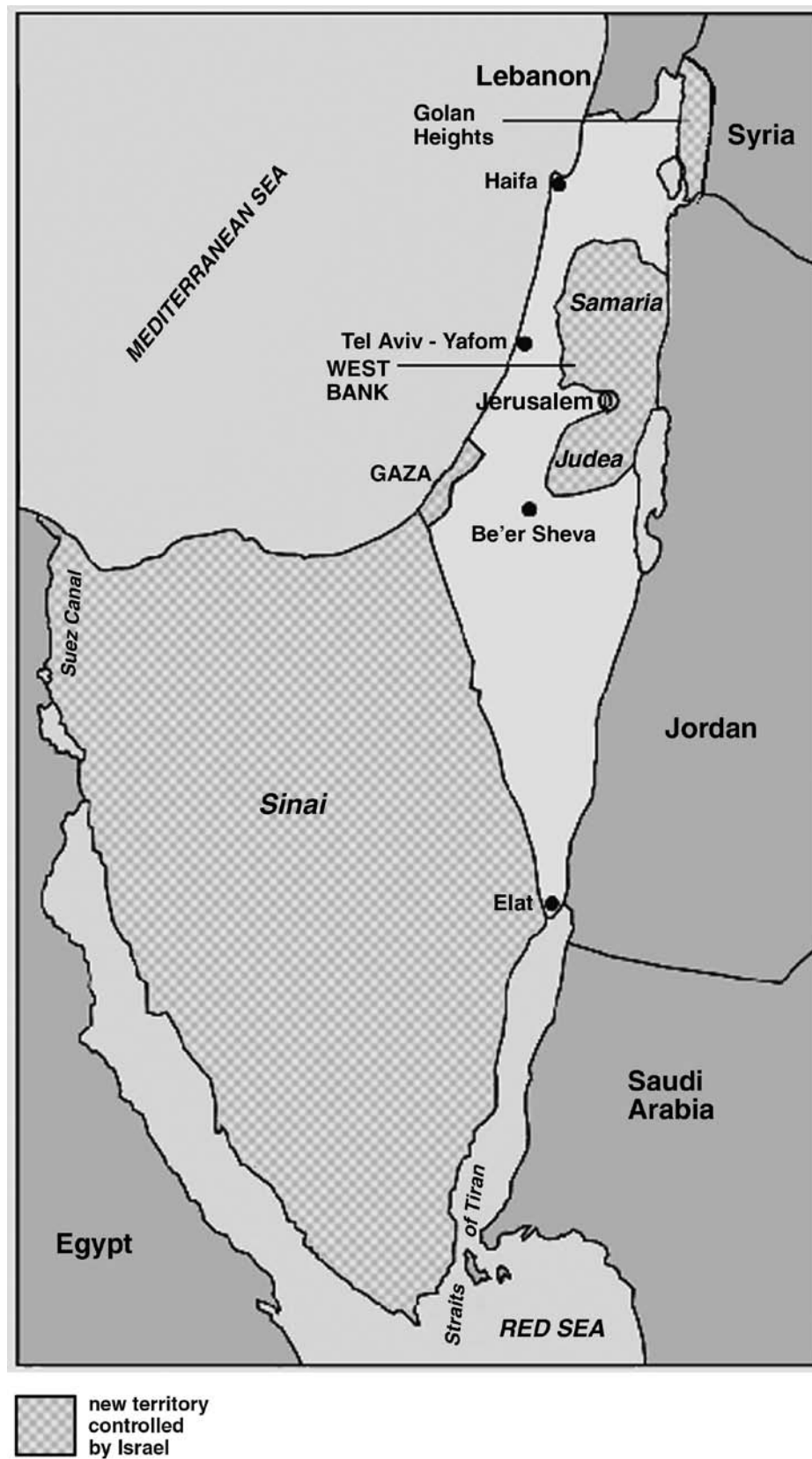
United Nations Partition Plan for Israel and Palestine, 1947



Territories Held by Israel and Palestine at Time of 1949 Armistice



**Boundaries of Territory Controlled by Israel and Palestine
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Democratic Republic of Congo Showing Contemporary and Colonial-Era Names of Cities and Geographical Features



Africa circa 1937 (prior to the invasion of Abyssinia)

