

## Welcome to GCSE History

**This booklet is designed to be kept at home. It is to help you understand what is being taught in class but also to help you when you are asked to revise.**

**You can see from the front cover all the topics you will be taught throughout your GCSE.**

**You will also find included our 'Overview' sheets. These are full of helpful information which means you can read ahead to what we will be covering in class, fill in any gaps if you happen to miss a lesson and can be used to test your understanding whilst you are at home.**

**Assessment throughout GCSE will take the form of reading exercises, online tasks, simple knowledge tests and formal assessments based on real exam style questions. This booklet should help you with your revision for the above, especially the mock exams when we will be asking you questions based on topics you will have completed earlier in the year.**

**We hope you enjoy GCSE History at AMVC and the next two years of learning!**

**Throughout your GCSE in History, you will study the following 4 topics:**

- **Crime and Punishment 1000-present and Whitechapel.**  
A study of how crime, punishment and the law system has changed in the UK over the last one thousand years. Included is a study of early policing, the London area of Whitechapel and the Jack the Ripper murders.
- **Superpower Relations 1941-1991.** You will look at how the USA and Soviet Union went from being allies to enemies. The 50-year battle to be the worlds most powerful superpower and the effect on other countries around the globe.
- **Early Elizabethan England, 1558-1603.** Possibly our greatest monarch? You will study the threats to Elizabeth from abroad and closer to the home (such as Mary Queen of Scots) before taking an in depth look at what it was like to live in Elizabethan England and our attempts at empire building across the sea.
- **Weimar and Nazi Germany, 1918-1939.** An investigation into Germany at the end of WW1 and the obstacles it had to overcome. Then onto the Wall Street Crash and the subsequent election of Hitler as Chancellor. This is followed by a study into life in Nazi Germany such as living in a police state, the use of propaganda and how different social groups were treated.

**C&P 1 Crime, punishment and law enforcement in Anglo-Saxon England (pages 10-19)**

<p><u>Introduction</u></p> <ul style="list-style-type: none"> <li>In 1000 the people of England and there rulers were <b>Anglo-Saxon</b>.</li> <li>Crime and punishment were dealt with by local communities with <b>SOME</b> involvement from the king and the church.</li> <li>The <b>Normans</b> changed what was thought of as crimes and bought in new punishments.</li> <li>Later in the period the <b>growth of towns</b> led to an increase in crime in some areas.</li> <li>Throughout this period the <b>church</b> played an <b>IMPORTANT</b> part in defining and enforcing the law.</li> </ul>	<p><u>Background</u></p> <ul style="list-style-type: none"> <li>Population of around 1.7-2 million people.</li> <li>90% of people lived in the <b>countryside</b>.</li> <li>The king and nobility made the law but it was <b>communities</b> that enforced it.</li> <li><b>Over the course of the Anglo-Saxon period there were three important trends in crime and punishment:</b></li> </ul> <ol style="list-style-type: none"> <li><b>The power and the influence of the king grew.</b></li> <li><b>The role of the church increased.</b></li> <li><b>The use of punishment, including capital punishment increased.</b></li> </ol>
<p><u>The role of Anglo-Saxon kings</u></p> <ul style="list-style-type: none"> <li>As King Ethelred became stronger and gained more territory he became more involved in making and enforcing the law. The king had a duty to keep the <b>'kings peace'</b> (make sure everyone could go about their lives knowing the law would be upheld).</li> <li>The king would rely on his nobles to uphold the law and in return they gained land.</li> <li>Actions which threatened the social structure would be classed as crimes (eg a seif attacking a noble)=<b>crimes against authority</b>.</li> </ul>	<p><u>Crimes in Anglo-Saxon communities: towns, villages and abbeys</u></p> <ul style="list-style-type: none"> <li>In c1000 English towns were becoming more important and there were more opportunities to commit crimes against the person (assault, murder) and crimes against property (theft, robbery, arson).</li> <li>There were also plenty of valuable items to steal.</li> <li>However most people still lived in villages so it was <b>easy to identify and catch</b> a criminal. <b>Local communities</b> took responsibility for upholding the law and each area had a <b>reeve</b> (a local official) who carried out decision made by the courts.</li> <li>Other populations grew around abbeys and monasteries.</li> <li>The <b>Church was very powerful</b> and had responsibility for stopping <b>moral crimes</b> (not sticking to the rules or customs of the church). The church could punish those who broke Church laws.</li> </ul>
<p><u>Anglo-Saxon Laws and enforcement</u></p> <ul style="list-style-type: none"> <li>Kings issued <b>codes of law</b>. New laws could be introduced or old ones altered. Laws that were being ignored could be strengthened.</li> <li>The role of community was important, <b>God was the final judge</b> of guilty or innocent, the status of different groups should be clear in the law.</li> <li><b>Each shire in England was divided into hundreds.</b></li> <li><b>Each hundred was divided into 10 tithings. All men over 25 years were reponsible for the behaviour of others.</b></li> <li><b>One man from each hundred and one from each tithing had to meet regularly with the kings reeve. Their role was to prevent crime.</b></li> </ul>	<p><u>Anglo-Saxon law enforcement continued</u></p> <ul style="list-style-type: none"> <li>If you suspected anyone of a crime you could raise the <b>'hue and cry'</b> and chase the suspects.</li> <li>Anyone accused of a crime could swear their innocence under <b>OATH</b>. After the hearing the accused mostly walked free but in such small communities it would be very hard for a criminal to get away with a repeat offence. If you were a repeat offender you did not get to swear your innocence.</li> <li><b>'trial by ordeal'</b> tested the accused in the eyes of God-it was <b>God's judgement</b>.</li> <li>Hot water, hot iron-did the burn heal? You were innocent.</li> <li>Cold water-accused thrown into water. If you floated-guilty! If you sank it was seen that the water had accepted you as pure and you were hauled out.</li> </ul>
<p><u>Anglo-Saxon punishments</u></p> <ul style="list-style-type: none"> <li><b>Wergild</b>-fine paid to a family if a family member was murdered.</li> <li>More money was paid if you belonged to a higher class family.</li> <li>Treason and arson=hanging. (especially if it damaged the upper classes)</li> <li><b>Corporal punishment</b>=mutilation. Served as a reminder to the rest of society.</li> </ul>	<p><u>The stocks and pillory</u></p> <ul style="list-style-type: none"> <li><b>Public punishments</b>=physical pain and public humiliation.</li> <li><b>Pillory</b> secures the the arms and neck. Stocks secure the ankles.</li> <li>Left in the centre of town, often for days.</li> <li>Could add to the <b>humiliation</b> by throwing rubbish or verbally abusing.</li> </ul>

Crime, punishment and law enforcement in Norman England (pages 20-28)

<p><b>Norman rule in England.</b> As there were other claimants for the throne William had used force to become king of England. Under William, the influence of the king over the law increased. Punishment and law enforcement became more centralised and fewer decisions were taken by local communities. There was also an increase in harsh punishments like executions which were used to boost the authority of the king.</p>	<p><b>The increased powers of Norman kings.</b> When there were rebellions in York and East-Anglia William used brutal means to force people to submit to an England under his control. His power was without limits. Not only could he punish the rebels but large groups of other people who were not directly involved to show his power. For example, farmlands were destroyed and animals were killed so that people starved. Some suggest over 100,000 people starved because of Williams’s punishments.</p>
<p><b>Norman castles.</b> Massive programme of castle building. Every part of the kingdom. Peasants were made to build the castles where the Norman lords would live and where they could take control of the local population. Castles were designed to keep a careful watch on communities and look intimidating. They represented strong royal power.</p>	<p><b>The feudal system.</b> See stuck in pic. Society was organised around the feudal system. Everybody owed money or service to those above them. The king could do what he wanted. The Normans replaced the Anglo-Saxon nobles. Serfs had to work for their lord and could not leave their village. Running away was a serious crime.</p>
<p><b>Murdrum-a new law.</b> If a Norman was murdered by an Anglo-Saxon and the murderer was not captured and executed, then there was a special penalty. The <b>murdrum</b> fine was a large sum of money to be paid by the hundred where the body was found. This was supposed to stop the increase in revenge murders that took place after the Normans took control and was similar to the <b>wergild</b> of Anglo-Saxon times. Also of communities being tied together.</p>	<p><b>William’s Forest Laws.</b> Large sections of the English countryside became ‘<b>Royal forests</b>’ which William would use for hunting. Many communities were evicted to make way for this ‘royal playground’. These areas, that were once common ground, were now strictly controlled by the king. Only those who could afford the hunting rights could hunt there. It became illegal to even take a fallen branch! Hunting wild animals for food became a crime called <b>poaching</b>. The Forest Laws took away people’s access to natural resources and took away what they saw as fundamental freedoms. Ordinary people felt the laws were unfair. The king hired <b>foresters</b> to enforce the laws. Anyone caught faced deliberately harsh punishments.</p>
<p><b>Outlaws and forest.</b> Starting in the Anglo-Saxon period any man aged over 14 who tried to run away from his community to avoid punishment was known as an <b>outlaw</b>. Women who ran away were said to be ‘<b>waived</b>’. These outlaws lost all protection of the law and could be killed with no legal consequences. Outlaws have strong links to the forest (<b>think Robin Hood!</b>). In reality they were often very dangerous men carrying out brutal crimes and avoiding the law.</p>	<p><b>Punishments and law enforcement.</b> <b>Wergild was ended</b> by the Normans and fines were now paid to the king’s officials rather than the victims of crime. The Norman system of law was based on the idea that all men should expect to be safe from crime and to live peacefully under the authority of the king. <b>This was called the kings mund</b>. Crime was seen as a disruption to the kings mund (much like the king’s peace under the A-S). There was increase in crimes punishable by death or mutilation. Poaching was punishable by death.</p>
<p><b>Trial by combat.</b> Trial by ordeal continued under the Normans but the Normans introduced Trial by combat too. fight with swords or large sticks. Fight to the death or if you surrendered you were put to death later. A more dignified option for wealthier people.</p>	<p><b>Norman changes to law enforcement.</b> Local collective responsibility for crime and punishment continued under the Normans. Every male over 12 had to belong to a tithing and if one person committed a crime the rest of the tithing was expected to find that person. The hue and cry also continued to be used as most people still lived in small communities and knew each other well.</p>

## Crime, punishment and law enforcement in the later Middle Ages (pages 29-32)

<p><b>The impact of Henry II.</b> Henry II became King in 1154 and introduced some important reforms to crime and punishment. He reorganised the courts in 1166 and set up <b>prisons</b> for those who were waiting for a trial. These changes were called the <b>Assize of Clarendon</b>. Henry also ordered royal judges called Justices in Eyre to visit each county twice a year to hear the most serious criminal cases. The King's increased role in legal matters meant stronger centralised control over the courts.</p>	<p><b>Change and continuity in crime and law enforcement.</b> The growth of towns such as London and York in the 13<sup>th</sup> and 14<sup>th</sup> centuries meant that there were more opportunities for crime than was possible in small villages. A more centralised approach was needed which meant that the government played a bigger role in dealing with crime than they had previously. As a result, similar law enforcement methods began to be used across different areas but older approaches remained in use too and Anglo-Saxon practices continued at local levels such as the Manor courts. Local officials who were known as Tythingmen now became to be known as 'constables'.</p>
<p><b>The Statute of Labourers.</b> The Black Death hit England in 1348 and one third of the population died. This affected the number of workers significantly and peasants that were able to work could demand higher wages. The ruling classes were worried the peasants could become wealthier and more powerful so did not want to pay higher wages and created a new law to avoid doing this. <b>The Statute of Labourers was passed by parliament in 1351</b> and introduced a <i>maximum</i> wage for workers, making it a crime to ask for more. It also made it illegal to move to a new area to find better paid work.</p>	<p><b>The crime of heresy.</b> In the later Middle Ages a small number of people had begun to question the practice and beliefs of the Christian Church. They called for church reforms and translated the Bible into English so ordinary people could understand it. The <b>clergy</b> felt threatened by this and the King supported the Church against these reforms. <b>Laws against heresy were introduced in 1382, 1401 and 1414.</b> If you committed heresy you were known as a <b>heretic</b> and would be punished severely. Burning at the stake was introduced in 1401 as a way to 'purify a corrupt soul' and was used as a deterrent for heresy. The law of 1414 gave Justices of the peace the power to arrest suspected heretics.</p>
<p><b>Maintaining law and order in the later Middle Ages.</b> Anglo-Saxon community-based policing was gradually changed. Some aspects were kept and adapted such as the hue and cry and townspeople were still expected to help apprehend offenders. Towns were subdivided into new areas called <b>wards</b> and two new roles were introduced – Coroners and Justices of the Peace.</p>	<p><b>Coroners and Justices of the Peace.</b> Coroners were introduced by Richard I in 1194 to deal with situations where death appeared suspicious, or with no natural explanation. Knights were appointed as keepers of the 'king's peace' in 1195 to help manage areas where the community was struggling to keep law and order. In 1327, Edward III extended the system across all areas and men who were considered to be 'good and lawful' were appointed to help. By 1361 they were known as <b>Justices of the Peace (JPs)</b> and met four times year to carry out their magistrate duties. These men were appointed by the central authority of the king and were selected on their status and wealth and were often landowners who became important figures in law enforcement during this period.</p>
<p><b>Punishment in the later Middle Ages.</b> Punishment continued to be based around fines, corporal punishment and execution. A new punishment was introduced to punish a new crime – <b>high treason</b>. This was when someone plotted to kill or betray the king. The punishment for this was to be <b>hanged, drawn and quartered</b> where the criminal was semi-strangled then revived, had his abdomen cut open and intestines drawn out. After death the body would be divided into four and transported to different areas of the country to be displayed as a deterrent to others.</p>	<p><b>Continuity and change, Anglo-Saxon – Later Medieval.</b>  <b>Law enforcement:</b> Anglo Saxons relied on communities to enforce the law. By the later Medieval period this continued but more centralised systems had been brought in to uphold the law. Parliament helped the King to make laws.  <b>Punishment:</b> Anglo-Saxons imposed fines, confiscated property, maimed and executed criminals. By the later Medieval period all the original punishments remained and Norman punishments such as stocks and pillories were used regularly. Hanging, drawing and quartering was introduced.</p>

Case study: the influence of the Church on crime and punishment (pages 33-36)

<p><b>The power of the Church in the Middle Ages.</b> An extremely powerful institution who controlled peoples' thoughts and actions. Heavy influence on crime and punishment. The clergy were often the most educated members of society and churches and cathedrals were the largest buildings in villages, towns and cities. The buildings reminded the people of God's power on earth. The church could judge and protect. The medieval Church taught that angels and demons battled for human souls, and that Christian saints were companions who could directly influence everyday life. The church was also involved in areas outside of religion. It owned one fifth of the country's wealth and collected one tenth of all earnings in church taxes. They even exercised control over different faiths. In the early 13<sup>th</sup> century, the growth of Islam, in Asia and Africa, made the Christian church more worried about other religions and less tolerant. In the 1290's English Jews were forced to convert to Christianity or be banished. The church was also involved in deciding whether people accused of crimes were guilty or innocent, and what punishment they should receive.</p>	<p><b>The end of trial by ordeal in the early 13<sup>th</sup> century.</b> The church's role in administering the trials by ordeal demonstrates the important role it played in determining guilt or innocence of ordinary people in the Middle Ages. In 1215 the Pope ordered that priests should stop helping organise the trials, the system quickly came to an end. There was nothing that secular authorities could do about the Pope's decision, an alternative way of deciding if someone was guilty or innocent had to be found. In England, the solution was trial by jury. The jury was a group of twelve men who observed the trial and decided whether the accused was guilty or innocent. This system is still used today.</p>
<p><b>Church courts and the king.</b> William I had encouraged church courts to deal with 'moral crimes.' Church courts worked on the principle that punishments should offer criminals an opportunity to reform and save their souls. The church believed punishments motivated by retribution alone were wrong, and punishments like maiming were better, as they offered criminals a chance to regret their actions. In the late 12<sup>th</sup> century, Henry II tried limiting the power of the church. Henry was concerned that separate Church courts challenged his authority as king, and undermined the more standardised crime and punishment system that he wanted. The king and bishops met at the Council of Clarendon to discuss the problem. Henry wanted them to agree to a clear statement of the relationship between Church laws and the king's laws, called the Constitutions of Clarendon. By the 13<sup>th</sup> century, kings were still looking for ways to increase their authority over crime and punishment.</p>	<p><b>Benefit of clergy.</b> Henry II disputed with the Church over how far the king's authority could be imposed on members of the clergy who were being tried for a crime. Senior Church officials successfully argued that members of the clergy should only be tried in Church courts, this was known as 'benefit of the clergy'. Church courts rarely used the death penalty, so they were seen as more lenient. The system was open to abuse, as it was easy for anyone to claim to be a member of the clergy. As the clergy tended to be more educated than other people – who often couldn't read – the test was the accused's ability to read Psalm 51 in the Bible. Criminals could memorise the psalm, and receipt the words in court to claim benefit of the clergy. Psalm 51 became known as the 'neck verse' as it could 'save your neck'. Reformers criticised these practices, which they believed allowed people to escape punishment for their crimes.</p>
<p><b>Offering sanctuary.</b> Some Churches offered sanctuary to people accused of crimes. Sanctuary was not offered in all churches, just some that were considered particularly important – perhaps on a pilgrimage route, or linked to an important religious festival. A person who claimed sanctuary could go to one of these churches and ask for the help of the clergy. The clergy then reported the crime in the usual way, but if the clergy agreed that it was fair to do so, they would offer the accused person the chance to swear an oath agreeing to leave the country within</p>	<p><b>Offering Sanctuary contd.</b> 40 days instead of going to court. Anyone who did not leave the country within this time limit would be outlawed. Offering sanctuary continued throughout the medieval period and only ended in 1536, During the reign of Henry VIII.</p>

Changing Definitions of crime, c1500-1700 (pages 41-49)

<p><b>Increase in religious crimes/crimes against authority:</b> Huge social, religious and political changes: Population growth, enclosures, migration to urban areas, higher unemployment, new religious ideas (reformation) led to an increase in crimes against authority.</p> <p><b>Heresy and Treason: Treason</b> :charges were more common in the Tudor and Stuart period as there were more disputes over who should rule. Heresy was also common because the official religion of the country kept changing from Catholic to Protestant and back, depending on which religion the reigning monarch followed. Leading members of the clergy played a major role charging people with heresy and deciding guilt and innocence. As all monarchs from Henry VIII onwards (except Mary I) were the head of the church as well as the head of the state, heresy and treason became interlinked.</p> <p>Punishment for heresy was burning at the stake, however, most people had an opportunity to recant (making a public statement that you have changed your religious beliefs).</p>	<p><b>Witchcraft:</b> Medieval times it is a minor crime, dealt with church court, during Tudors and Stuarts new laws were passed making it a serious crime. People saw it harmful and most were very afraid of it, caused public disorder. In this period it was tried in ordinary courts.</p> <p><b>Controlling the land- rural crimes:</b> Large areas of land where poor were previously allowed access (gathering firewood and wild food) was enclosed. The newly enclosed land was used for grazing sheep, selling fleece was very profitable. Landlords also fenced off parklands. Poor pp could not hunt rabbits, hares or fish.</p> <p>1671 Game Act made this illegal. Upper classes saw poachers as trespassers , poaching became a more serious crime, punishment was hanging. It was also social crime as many people did not feel it was fair; hard for the authorities to stamp out.</p> <p><b>The rise of smuggling.</b> 17<sup>th</sup> century import tax was introduced on certain goods(brandy, tea )some people brought these goods into the country secretly to avoid having to pay taxes. Like poaching, many did not view it a serious crime, many pp benefitted and made huge profit from smuggling (upper classes as well) so it is another example of social crime.</p>
<p><b>Changes in society:</b> Led to changes in existing crimes and also led to other activities being redefined as crimes.</p> <p><b>Vagabondage becomes a crime.</b> Before, most people never left the town, village they were born. Growing population and falling wages, rises in food price made people migrate in search for jobs. Unemployed, homeless pp were called vagabonds. The better off, settled population view them as a threat, lazy, a potential criminal. Most resorted to theft, beggary and survived on charity.</p>	<p><b>Puritan Rule –new moral laws in the 1650s :</b> Parliament victory in the English Civil war, Charles I executed, Oliver Cromwell becomes Lord Protector . Cromwell is a radical protestant, a Puritan. He thought people should focus on religion and strive to go to Heaven. During the puritan rule many activities of entertainment becomes illegal (feast, drinking, theatre ect) This is an example of how governments can have a central role in defining crime.</p> <p>When the monarchy was restored, these activities were decriminalised!</p>
<p><b>Laws were passed to make vagrancy a crime:</b></p> <p>1494 Vagabonds and Beggars Act - idle people were put in stocks</p> <p>1547 Vagrancy Act –if an able bodied is without work for 3 days were branded with a letter V and sold as a slave for years.</p> <p>1597 Act for the Relief of the Poor- harsh deterrent, whipping and burning with hot iron. 1601 Poor Laws-deserving poor are given poor relief, undeserving were whipped and branded.</p>	

## Law enforcement and punishment, c1500-1700

<p><b>Continuity and change in law enforcement 1000-1700.</b> Law enforcement in England c1500-1700 followed broadly the <b>same pattern</b> as it did in the Middle Ages. Village and town communities were expected to take a leading role in apprehending and capturing suspected criminals. However the <b>growth of towns</b> meant that communities and the authorities had to find new ways of enforcing the law as the traditional methods became less effective.</p>	<p><b>Law enforcement in the towns.</b> Huge <b>increase</b> in population= new opportunities for criminals. Population had risen from 2.5 million in 1500 to between 5 and 6 million in 1700. Many people now lived in towns or in the only city, London. Crimes like <b>theft and fraud</b> were common. It was easier to hide and there were now more valuable items to steal. As people moved from the countryside to towns they <b>couldn't always find work</b> so often they turned to crime. It became harder for the authorities to catch criminals.</p>
<p><b>Town constables and night watchmen.</b> These roles grew as the crime rate increased. Law enforcement was still 'local' so it differed from region to region. Standards varied. Sometimes wealthy householders would hire someone to do the job of constable for them. In some areas some householders joined together to <b>hire armed guards</b> to protect them and their property. Early steps towards a <b>professional paid police force</b>.</p>	<p><b>Professional thief takers.</b> Constables and watchmen were not very effective at hunting down criminals so some victims of crime resorted to using thief takers. The thief taker was <b>paid a reward</b> for catching a criminal and delivering them to the law. This method was open to <b>corruption</b> as some criminals operated as thief takers and informed on rival gangs.</p>
<p><b>Punishment in early modern England.</b> Lots of continuity between the Middle Ages and the early modern period. The emphasis was still on deterrence and retribution but some <b>new punishments</b> were emerging too such as transportation.</p> <p><b>Capital punishment and the Bloody Code.</b> The number of crimes that carried the death penalty increased. There were 50 capital crimes by 1688.</p> <p><b>Poaching rabbits or fish could get you the death penalty.</b> Historians call this harsh law making 'The Bloody Code'. The intention was to create a strong deterrent so crime rates would be reduced.</p>	<p><b>Early prisons.</b> In the early 1500's prisons often held petty criminals, vagrants and drunks. They were not really a punishment, just a holding area for people awaiting trial. Prisons were often a secure room in a local castle or gatehouse. Prison conditions were very poor as inmates had to pay for food and bedding. Women, men and children were all housed together. Petty criminals were imprisoned with violent criminals and often turned to more serious crimes later. Unhealthy, no sanitation and many diseases. Bridewell Prison opened in 1556. Used for poor people who broke the law and to house poor children. All inmates had to do 'hard labour'. Similar prison began to open across the country.</p>
<p>Many crimes were committed out of desperation but you could ask to be pardoned if you could prove why you shouldn't be executed. Pregnant women could '<b>plead for belly</b>'.</p> <p><b>Transportation to North America.</b> Begins under James I. Prisoners transported to new English owned lands in <b>North America</b>. Transported to the east coast of America to do <b>hard manual work</b>. Served for 14 years. Lesser crimes-7 years. At the end of their term they could be freed but had no money for the return journey so they often spent the rest of their lives far from home. Transportation was favoured by the authorities because:</p>	<p><b>Transportation continued.</b> It was seen as an effective deterrent, England did not have prisons to house these criminals, could use prisoners to populate our new colonies, rather than death it was rehabilitation and criminals were taken away from the people that might have dragged them further into a life of crime.</p> <p>Historians think around <b>50,000-80,000</b> were transported up to 1770. James I also gave permission for <b>vagrant children</b> to be transported and they were called 'duty boys' (although around a quarter were girls). The authorities claimed they start a new life but in reality many died on the journey.</p>



The Gunpowder Plot and Witchcraft and the law (pages 57-68)

<p><b>Case study: Crime and punishment of the Gunpowder plotters</b> After Elizabeth died, Catholics hoped for more freedom to practice their faith, but James introduced stricter anti-Catholic laws. Catholics disappointed.</p> <p><b>The goals of the Gunpowder plotters:</b> Guy Fawkes (leading figure), Robert Catesby, Thomas Percy, Jack Wright saw themselves as religious soldiers with a duty to attack the English state. Conspiracy aimed to set off an explosion to kill the king (and other leading protestants at the state opening of the Parliament. (5<sup>th</sup> November 1605) They wanted to make James' daughter, Elizabeth, queen and influence her. Plotters rented a cellar under the House of Lords, packed it with 36 barrels with 1 ton of gunpowder.</p>	<p><b>Witchcraft and the Law</b> <b>Attitudes to witches:</b> People of all background believed in witches; they were believed to have made a pact with the devil, have magical powers, to be able to make people sick and die, possessed 'familiar' to help them do evil work.</p> <p><b>The law on witchcraft:</b> In the Middle Ages the Church court dealt with them, less severe punishment. <b>16<sup>th</sup> century</b> Henry VIII changed the law, it <b>becomes a serious crime</b> punishable by death. <b>Reasons:</b></p> <ul style="list-style-type: none"> <li>-Economic problems (falling wages, rising unemployment, bad crop) increased tension in small communities</li> <li>-Rising fear of vagabonds, suspicion of the poor and strangers.</li> <li>-After Henry became head of Church and State, it becomes crime against king.</li> </ul>
<p><b>The plot fails:</b> Lord Monteagle received a letter warning him not to attend the ceremonial opening, he gave the letter to Robert Cecil, the king's spy master. Westminster searched, gunpowder with Guy Fawkes was discovered. One theory holds that the authorities knew about the plan all along, however, let the rebellion be brought out in the open so there would be a clear justification for further Catholic prosecution.</p>	<p><b>Religion and witchcraft:</b> After Henry broke with Rome, protestant thinking became popular and many people started to fear the old (Catholic) religion. There was a desire to cleanse 'the society.'</p> <p><b>James I's Demonologie:</b> King's book, published in 1597, set out his reasons for believing in witches, included instructions on how to spot them, instructions how to run witch trials (use of child witnesses), described his personal encounters with witches. James I, after the Gunpowder plot, genuinely feared for his life.</p>
<p><b>Questioning, trial and punishment:</b> Guy Fawkes arrested and after 12 days torture, on the rack, he confessed and gave up the names of the other conspirators. The plotters were tried and found guilty of high treason; they were publicly hanged, drawn and quartered; a punishment that is appropriate for this type of crime. The authorities were determined to make the punishment a deterrent to others. There were fears of similar attacks this time of religious instability.</p>	<p><b>Social upheaval:</b> 1642 English Civil War led to disruption, uncertainty, economic and political chaos and left families divided. Climate of fear increased superstition.</p> <p>War left many widows behind, many of them resorted to begging. Strangers appeared in small communities. Lack of authority during the war, James I encouraged, "witchfinders" stirred up fear of witches.</p>
<p><b>Longer-term consequences of the plot:</b> The "King's book" published after uncovering the plot (with Guy's confession and James' account of the events) the book encouraged anti-Catholic attitudes.</p> <p>1606 <b>Thanksgiving Act</b> ordered that this event has to be commemorated each year, Catholics banned from legal professions, or becoming officers in the armed forces. <b>Popish Recusants Act</b> forced Catholics to take an oath of allegiance to the English crown. The plot continued having an impact, Catholics could not become MPs, own land and banned from voting till 1829.</p>	<p><b>Case study: Matthew Hopkins-Witchfinder General</b> Hopkins was employed by the justice of the Peace to find witches in East Anglia and Essex. He received a large sum of money for each person persecuted for witchcraft. Used tortures to extract confessions, encouraged his suspects to name others. Helped stir up mass panic and hysteria between 1645-1647.</p> <p><b>Punishment for Witchcraft:</b> Hopkins, with his unique methods to identify witches, managed to have 300 people investigated and 112 hanged.</p>
<p><b>Attitudes to women:</b> 90% accused were women. Women's role were very limited in 17<sup>th</sup> century society, they were viewed as property. Not meeting the expectations (having a respected position in community, being a wise woman, widowed, never married) made women an easy target for accusations.</p>	<p><b>A decline in accusation of witchcraft:</b> Even at its height some people questioned the evidences. Matthew Hopkins died; hysteria calmed down. With the 17<sup>th</sup> century Enlightenment there was a more scientific approach to the unknown. Royal Society was established in London 1660 bringing together thinkers from all scientific fields. Charles II was a great supporter.</p>

**Changes : Rapid population growth** and urbanisation meant more opportunities for crime as rich, and poor lived closely together. **Mass migration from countryside** to town made law enforcement difficult.

**Extreme poverty** leads to the growth of criminal underclass in towns, especially London. There were important developments in ideas and attitudes that led to different ways of catching and dealing with criminals.

Prisons-reform not just lock up but reform criminals (John Howard-prison reformer)  
**Robert Peel**-founder of the **Metropolitan Police**

**Highway robbery:** Threatening or attacking travellers and forcing them to hand over their valuables. This crime increased because there was a need to move goods around and people carried money with them, country roads were less populated and roads were improved so more people were using them.

On foot ( known as footpads) On horse-highwaymen. Serious crime-disrupted travel, committed on the kings highway and could involve the theft of post. **1772-death penalty introduced for anyone found armed and in disguise on a high road.** After 1815 the crime became less common as mounted patrols looked after the roads and people put their money in banks.

**Smuggling** More goods were taxed by the government (salt, soap, alcohol) and so smuggling increased. (Smugglers sold goods which did not have an import duty put on the price, therefore making them cheaper.)

Growth of large smuggler gangs -Hawkhurst Gang. They were very organised and controlled smuggling along the south coast between 1735-1749. Ringleaders were caught and hung. Many people saw smuggling as a 'social' crime. Many even helped the smugglers. Even members of the upper classes were happy to buy smuggled goods. As many people benefitted, some smugglers seen as local heroes.

No one would tell on the smugglers and because they often worked at night, it was difficult for the authorities to catch smugglers. With miles of unpoliced coastline smugglers could easily find a secluded cove. **Smuggling became less important as import duties were lowered ( William Pitt PM)** and it became less profitable.

**Tolpuddle Martyrs:1789 French revolution overthrew the ruling classes( many nobles executed)**This made the authorities in Britain feel vulnerable.

In 1834 farm labourer, George Loveless, in Dorset was arrested with five others, on the accusation of breaking and old law against mutiny, ( administering illegal oath). The men "sworn" to protect their wages and formed a "friendly society", an early form of trade union. The real motive behind their arrest was to stop all sorts of political activities.

The Tolpuddle Martyrs were sentenced to seven years transportation. The harsh punishment was seen as a deterrent to others who might try to form a union. The press covered the trial and news quickly spread of the sentence. A demonstration, attended by 100,000 people was held in London and 200,000 people signed a petition to set them free. Other trade unions supported their families whilst the men were sent away. 4 years later they were pardoned and the Tolpuddle Martyrs returned home as heroes.

**Witchcraft** : 1736-decriminalised witchcraft. Less severe punishments (fines and imprisonment) as people began to believe less and less in witchcraft. They were seen as confidence tricksters not witches! Less severe punishment( prison, fine)

**Poaching** Continued to be a widespread crime with a rise in gangs. **1723-harsher laws. 'The Black Act' made poaching a capital offence.** It also made it illegal to blacken your face (disguise), carry a snare or own a hunting dog.

These laws were seen as unfair and in 1823 the Black Act was repealed. Poaching was still illegal but not punishable by death.

## Law enforcement and punishment, c1700-1900

### Decline of the death penalty

By 1688 the number of crimes that carried the death penalty had increased to 50 and by 1765, to 160; by 1810 it was 222. In the early 19<sup>th</sup> century people began to question the Bloody Code as they believed there were more effective punishments.

### End of public executions

Executions were made into public events to supposedly create fear amongst people but in many cases executions attracted large crowds and had a carnival atmosphere. Increasingly, reformers argued that public execution was inhumane, and that those condemned to death should have more dignity during their execution. Public executions were stopped in 1868. Executions still took place but they were carried out away from public view.

### The changing role of prisons

Before the 18<sup>th</sup> century, prison was rarely used as a punishment in its own right. They were used to hold a suspect until their trial. During the 18<sup>th</sup> and 19<sup>th</sup> centuries, the use of prisons as a punishment grew. Not everyone agreed on whether the main purpose of prison should be rehabilitation or punishment. Those who favoured punishment thought prisoners should be kept in harsh conditions and perform hard labour e.g the treadmill. Prison reformers thought the main role of prisons should be rehabilitation. Two of the most influential reformers were Elizabeth Fry and John Howard.

### Origins of the Bow Street Runners (BSR)

Watchmen continued to patrol cities at night and parish constables dealt with petty crime. The Bow Street runners were set up in 1748 by Henry Fielding. They tracked down criminals and stolen property. In 1754, Henry's brother, John Fielding, took over the Bow Street Runners. At first they charged a fee and collected rewards from the victims of crimes if successful convictions were secured. By 1758, the Bow Street Runners were officially paid by the government and were the first modern detective force. They introduced regular foot and horse patrols, by paid constables, along main roads. They also shared info on crimes and suspects with others – the beginnings of a crime intelligence network.

### Transportation

It began around 1610, when convicts were sent to the new English colonies in North America. After 1783, as a result of the American war of Independence, England lost these colonies. Convicts were now sent to Australia which had been claimed as part of the British Empire in 1770. Transportation was seen as an effective deterrent and a humane alternative to the death penalty for petty crimes. About 160,000 people were transported to Australia, of whom about a sixth were women. Its advantages were that it was an alternative to building new prisons and the prisoners could help populate the colony which would help the British secure its ownership. Following their trials, they were held in prisons or disused ships (HULKS) while they waited for the next ship to leave for Australia. Once their seven year sentence was up most convicts couldn't afford to return home, so remained in Australia. Transportation ended in 1868. One of the reasons was more prisons were built in Britain so there was less need for transportation.

### John Howard

Howard believes that criminals will only change their ways if given a reasonable standard of living in prisons. Howard's work led to the 1774 Goal Act, which suggested how health and sanitation could be improved. He also recommended a wage for gaolers so they wouldn't exploit prisoners.

### Elizabeth Fry

Fry began visiting women in Newgate prison in 1813. She set up education classes to reform female prisoners. She also got them better food and clothes, and treated prisoners with kindness and respect. Their work influenced Peel's reforms.

### Developments in police forces in the 19<sup>th</sup> century

Even though the BSR, constables and watchmen were not sufficient to deal properly with law and order, there was still strong opposition against a united police force. However, in 1829, England's first professional police force was established (Metropolitan Police Act). The emphasis was on deterring criminals by having a public presence on the streets. Home Secretary Robert Peel ensured they had a uniform of blue overcoats and top hats so they were easily identifiable. Improvements in policing outside of London were slow but the 1856 Police Act meant that all areas now had to have a professional police force. In 1869, the first National Crime Records were set up. In 1842, a detective branch of officers in plain clothes investigating crimes was set up at Scotland Yard. In 1878, the Criminal Investigations Department (CID) was set up.

## Case studies, c1700-1900

<p><b><u>Growth of the prison system</u></b></p> <p>The Victorians were increasingly worried about growing crime rates. In the 18<sup>th</sup> century, prison was not generally used as a punishment in its own right; but through the 19<sup>th</sup> century, prison was seen as an alternative to transportation and execution.</p>	<p><b><u>The late 19<sup>th</sup> century: Increasingly harsh treatment of prisoners</u></b></p> <p>In the latter half of the 19<sup>th</sup> century the regime at Pentonville Prison, and other prisons around the country, became harsher. The aim of the 1865 Prisons Act was to enforce a strict, uniform regime of punishment in all prisons. It did not aim to reform prisoners through religious faith or work. The Assistant Director of Prisons, Sir Edmund Du Cane, declared that prisoners would get 'Hard labour, hard fare and hard board'.</p>
<p><b><u>The separate system at Pentonville</u></b></p> <p>Pentonville prison was built in 1842 as a prototype where the separate system could be tested. Under this system, prisoners were kept apart as much as possible. They lived in separate cells and stayed there for up to 23 hours a day. It was intended to give prisoners time for self-reflection, deter others from committing crimes and ensure criminals did not encourage each other to commit worse crimes. The prison could hold 520 prisoners. The building was designed to that the prisoners had no need to leave their cells as well as improving their health and living conditions. As such, the cells had a small basin for washing and a toilet. Living conditions were highly disciplined. The walls were thick to stop prisoners talking to one another, work was boring and repetitive and they wore face masks for exercise. The lack of human contact meant many prisoners suffered mental illness. Some people like Elizabeth Fry wanted prisoners to have the chance to be rehabilitated so they would change for the better when they were released from prison.</p>	<p><b><u>Peel's penal reforms in the 1820's</u></b></p> <p>Robert Peel was prime minister from 1834 to 1835 and later from 1841-1846. He was Home Secretary from 1822 and was responsible for bringing in a wide range of changes to criminal law and for reforming prisons. Some historians claim Peel should be seen as the 'father of modern policing' as he set up the Metropolitan Police Force which became the model for other police forces across the country. He was an effective politician as he was open to new ideas (e.g those of Elizabeth Fry) and skilful at seeing bills through parliament. Peel wanted a system aimed at preventing crimes and reforming criminals rather than focusing on punishments as a deterrent. He reduced the number of crimes punishable by death by 100. He also reformed prisons by persuading parliament to pass the 1823 Gaols Act. This brought some improvements but had limited effect, as there were no paid inspectors to ensure the new laws were put into practice.</p>
<p><b><u>Criticisms of the new police force</u></b></p> <p>The new police force faced a hostile response from the public and the press. Cartoons portrayed them, to some extent fairly, as poorly trained, recruited from dubious backgrounds and having immoral tendencies. People were most worried about the police limiting their individual liberties. They also worried that taxes would be increased to pay for the new service. Peel and his police commissioners understood public concern and drew up and issued clear guidelines to all new police recruits. These included that force is the last resort of a police officer and that they should be role models representing the public.</p>	<p><b><u>Metropolitan Police Force formed, 1829</u></b></p> <p>From 1826 there was an economic downturn. This led to unemployment and poverty, which resulted in a crime wave and rioting and the army had to be called in to restore order. Peel wanted a system that would ensure similar standards of policing were provided all across London. The first Metropolitan Police officers were appointed in 1829.</p> <p><b><u>Was Peel a humanitarian?</u></b></p> <p>Some argue that Peel was at least partly driven by humanitarian motives, while others argue that he was concerned with setting up a punishment system that was more rational and effective, but not necessarily more humane.</p>

<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• <b>The role of the government in people's lives grew</b>, largely as a result of the First and Second World Wars, and the role of the state in enforcing laws also grew.</li> <li>• <b>Social attitudes changed</b> dramatically in the Twentieth Century</li> <li>• Crime detection and prevention changed due to developments in <b>science and technology</b></li> <li>• Attitudes changed about the <b>rehabilitation of offenders</b></li> <li>• The 1960's – many changes in social attitudes, some crimes were decriminalised and there were newly defined crimes.</li> </ul> <p><b>Changing definitions of crime:</b></p> <ul style="list-style-type: none"> <li>• <b>Homophobic crime:</b> In 1967 Homosexuality was decriminalised for men aged over 21. <b>New liberal attitudes had an important impact</b> on how the laws changed</li> <li>• In the 21<sup>st</sup> century, the Criminal Justice Act (2005) gave courts new powers to issue <b>more severe sentences</b> for 'hate crimes' including homophobic crimes</li> <li>• <b>Race crime:</b> In the 1950's many people moved from the Commonwealth to Britain to work. Laws were needed to ensure minority groups were treated fairly.</li> <li>• <b>1968- Race Relations Act</b>= illegal to refuse jobs or housing to someone based on their race. In 2006, the law extended to include spreading racial or religious hatred as a crime.</li> </ul>	<p><b>Changing definitions of crime continued:</b></p> <ul style="list-style-type: none"> <li>• <b>Domestic Crime:</b> In the 19<sup>th</sup> century the law reflected the view in society that men were the dominant ones in relationships and the authorities had no place 'interfering' in relationships. In the 20<sup>th</sup> Century this changed due to women gaining the vote and contributing to WW1 and WW2.</li> <li>• <b>Domestic Violence Act 1976</b> – victims could ask for an injunction against a violent partner. <b>1991</b> – The law changed to recognise rape in marriage.</li> <li>• <b>2014-</b> controlling and coercive behaviour towards a partner was made a crime.</li> </ul> <p><b>SOMETIMES CHANGES IN SOCIETY MEAN SOME ACTIONS ARE NO LONGER VIEWED AS CRIMES AND THE LAW IS CHANGED TO REFLECT THAT.</b></p> <ul style="list-style-type: none"> <li>• <b>Abortion:</b> Until 1967 abortion was illegal in Britain (with a few medical exceptions)</li> <li>• In the 1960's a liberalisation of attitudes led to protests for change. <b>In 1967 the Abortion Act legalised abortion if certain conditions were met.</b></li> </ul> <p><b>New opportunities for old crimes: (some crimes appear new but are actually older crimes that are carried out by different means)</b></p> <ul style="list-style-type: none"> <li>• <b>Terrorism</b>= the use of violence, fear and intimidation to publicise a political cause.</li> <li>• Guy Fawkes and the other Gunpowder plotters wanted to challenge the power of the king and to blow up parliament, this would be seen as an act of terrorism today.</li> <li>• 1970's and 1980's – the IRA used violence to campaign for Irish Nationalism. In recent years, the prevention of terrorism has focused on Al-Qaeda and ISIS.</li> </ul>
<p><b>Attitudes towards social crimes (crimes that many people in society accept to some degree e.g copyright theft):</b></p> <ul style="list-style-type: none"> <li>• <b>Driving offences:</b> Sometimes society's attitudes about the seriousness of a crime can change dramatically over time.</li> <li>• Despite laws that restricted the max amount of alcohol a person could have in their bloodstream and legally drive from 1967, up until the 1970's public attitudes to drinking and driving were lenient.</li> <li>• Government advertising campaigns highlighted the risks of drink – driving and speeding to the public.</li> <li>• <b>Drug taking:</b> Many drugs became illegal in 1971 when the Misuse of Drugs Act was passed.</li> </ul>	<p><b>New opportunities for old crimes: CONTINUED:</b></p> <p><b>People trafficking:</b> This involves people from poorer countries being brought to the UK and being forced to work for low wages</p> <ul style="list-style-type: none"> <li>• <b>Cybercrime:</b> This is crime carried out using the internet or other digital technologies. This can be on a global scale</li> <li>• <b>Fraud:</b> This means impersonating other people or businesses to make money</li> <li>• <b>Copyright theft:</b> Copyright is the right of an artist or company to be recognised and paid as the creator of their work.</li> <li>• <b>Extortion:</b> This involves making someone pay money by using threats or blackmail. Today this can involve the use of hacking businesses databases.</li> </ul> <p><b>Increasing specialisation of police roles since 1900: Specialist units have often been set up in response to changes in society and the emergence of new types of crime.</b></p>

<p><u>Developments in policing since 1900:</u></p> <p><b>In 1900 every area across Britain had its own police force. 200 separate forces that had no central records on criminals and rarely shared information or worked together.</b></p> <ul style="list-style-type: none"> <li>• <b>During the 20<sup>th</sup> Century policing changed in many ways:</b></li> <li>• Women were recruited to work in the police force in the 1920's.</li> <li>• In 1947 the Police Training College was set up to train new recruits</li> <li>• Science and Technology: photography at crime scenes, emergency telephone number introduced and a database of fingerprints from those that were arrested is kept.</li> <li>• <b>Preventing crime:</b> Breathalysers and speed cameras, Closed Circuit Television (CCTV) and Biometric screening</li> <li>• <b>Solving crime:</b> Recording and sharing information directly at a crime scene, forensic science, Databases (National DNA Database) and improved computer software.</li> </ul>	<p><u>Changes in Punishment:</u></p> <ul style="list-style-type: none"> <li>• <b>Abolition of death penalty:</b> From Anglo-Saxon Britain to the 20<sup>th</sup> Century, execution was used as the ultimate punishment. It was used less and less during the 19<sup>th</sup> Century.</li> <li>• At the start of the 20<sup>th</sup> Century, capital punishment was still used (usually for murder.) However, attitudes in society were changing.</li> <li>• In 1965 the death penalty was abolished for most crimes. The home secretary Roy Jenkins had strong views about ending the death penalty and his influence was key in this change to the law. The death penalty was ended for all crimes in 1998.</li> <li>• <b>Changing attitudes:</b> During the 20<sup>th</sup> Century it was recognised children did not have the same understanding of their actions as adults, so they should not be punished so severely. The age of criminal responsibility was raised to ten years old in 1963.</li> </ul> <p><b>Controversial executions:</b> In the 1950's the public began to question the death penalty due to a series of controversial executions (Timothy Evans, Derek Bentley and Ruth Ellis) - <b>SEE CASE STUDIES SHEET</b></p>	<p><u>Changes in the prison system CONTINUED:</u></p> <p><b>Youth justice in the 1940's:</b></p> <ul style="list-style-type: none"> <li>• The Criminal Justice Act (1948) reduced the use of prison for juveniles, and led to improvements in the probation service for young people</li> <li>• Between 1922 and 1947, a prisons commissioner called Alexander Patterson was influential in changing how young offenders were treated.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fraud squad:</b> The first Fraud Squad was set up in London in 1946 to tackle crime in business and the stock market. Today the Squad is known as the Specialist, Organised and Economic Crime Command.</li> <li>• <b>Specialist drug – trade units:</b> In 1971 the Misuse of Drugs Act was passed. The National Crime Agency, set up in 2013 tackles drug – trafficking into the UK and large- scale drug production within the UK.</li> <li>• <b>Dog handling units:</b> Specially trained police dogs were first used in London in 1938. By the 1950's, most police forces had dog units. Today dogs are trained to sniff out drugs, track criminals, find explosives etc.</li> <li>• <b>Special Branch:</b> Every police force has its own Special Branch to tackle threats to national security and terrorism and they work with MI5.</li> </ul> <p><b><u>Crime Prevention: In the 21<sup>st</sup> Century, police forces have increasingly focused on preventing crime. They give advice on how to make homes more secure, educate young people about avoiding becoming victims of crime and working with neighbourhood watch schemes.</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Neighbourhood watch=</b> A local committee of people who raises awareness about crimes and encourages neighbours to keep an eye on each others' property. It was first set up in 1982.</li> <li>• Britain in the early 1980's saw a dramatic increase in crimes. Margaret Thatcher (PM in the 1980's) wanted to increase the responsibility of the individual and reduce the role of the state. (ACTIVE CITIZENSHIP)</li> <li>• Unlike the system of Hue and Cry the system was voluntary.</li> <li>• People disagree about how effective Neighbourhood Watch Schemes are in terms of preventing crime.</li> </ul> <p><b><u>Changes to the prison system:</u></b></p> <ul style="list-style-type: none"> <li>• During the 20<sup>th</sup> century, ideas about the purpose of prison, and the type of treatment prisoners should expect, changed.</li> </ul> <p><b>Young offenders/ Borstals</b></p> <ul style="list-style-type: none"> <li>• The first borstal was set up in Kent in 1902. Its purpose was to keep young convicts separately to older criminals. In 1908 a national system of borstals was established.</li> <li>• In 1982 the Criminal Justice Act abolished the borstal system.</li> </ul>	<p><b>Youth justice in the 1960's:</b></p> <ul style="list-style-type: none"> <li>• The Children and Young Persons Act of 1963 &amp; 1969 changed the treatment of young offenders in juvenile courts.</li> </ul> <p><b>Reform and rehabilitation:</b></p> <ul style="list-style-type: none"> <li>• Changing attitudes in society mean that today, in comparison with the 19<sup>th</sup> century, people think prisoners should be given a chance to change.</li> <li>• Modern courts often use alternative punishments to prison e.g ASBO's</li> </ul>

<p><b><u>CONSCIENTIOUS OBJECTORS IN THE FIRST AND SECOND WORLD WARS:</u></b> <b><u>Conscription in the First World War</u></b></p> <ul style="list-style-type: none"> <li>• In 1916 the Military Service Act was passed, introducing conscription in the UK for the first time</li> <li>• Previously the system relied on men volunteering to fight, but this change made it illegal to avoid taking an active part in the war.</li> <li>• From March 1916, all unmarried men aged 18-41 were called to join the armed forces. By May that year, married men were also included.</li> <li>• In 1918 the upper age limit was raised to 51 years.</li> </ul> <p><b><u>Conscientious objectors in the First World War</u></b></p> <ul style="list-style-type: none"> <li>• Some men refused to fight, because they said their conscience wouldn't allow it. They were known as Conscientious Objectors (C.Os)</li> <li>• Some refused to fight for religious or political reasons</li> <li>• People who refused to support the war in ANY way were called absolutists.</li> <li>• Those who refused to serve in the military but supported the war effort were called alternatnivists, e.g.stretcher bearer.</li> </ul>	<p><b><u>Tribunals:</u></b></p> <ul style="list-style-type: none"> <li>• The Military Service Act did allow for people objecting to join the armed forces. The 16,500 men who made the request had to appear before a special court, called a tribunal.</li> <li>• The tribunals did not always give the men a fair hearing</li> <li>• This was because the members of the panel were generally too old to be called up themselves, but often had very clear views about other people's duty to fight.</li> </ul> <p><b><u>Treatment of COs</u></b></p> <ul style="list-style-type: none"> <li>• Many absolutists who refused to support the war were imprisoned.</li> <li>• Sometimes they faced solitary confinement so they could not mix with other prisoners.</li> <li>• Some COs were sent to France to fight. If they refused to follow the orders they were given they were sentenced by a military court</li> <li>• A small number were sentenced to death. The prime minister intervened to stop this happening, and reduced the punishment to ten years imprisonment.</li> </ul>
<p><b><u>Why were CO's treated so harshly?</u></b></p> <ul style="list-style-type: none"> <li>• The casualty rate of soldiers in the First World War was so high that the authorities were determined to stop pacifist ideas spreading.</li> <li>• They needed to recruit lots of men, and wanted to prevent a wide resistance movement against the war from developing.</li> <li>• The government presented the idea that it was a man's duty to fight for his country. The press reinforced this.</li> <li>• Most people had close family and friends who were fighting and who had been injured or killed. Some COs were isolated by friends and neighbours.</li> </ul>	<p><b><u>Changes in treatment of CO's during the Second World War:</u></b></p> <ul style="list-style-type: none"> <li>• During the Second World War (1919-1945), COs were offered alternative occupations e.g farm work. Prison was seen as a last resort.</li> <li>• Those that actively campaigned against the war could find themselves in court (e.g Peace Pledge Union)</li> </ul> <p><b><u>Changes in social attitudes:</u></b></p> <ul style="list-style-type: none"> <li>• The attitude to COs in the Second World War was different to the First. Harsh punishments for COs would have been seen as hypocritical as they were fighting Nazism and the persecution of minority groups.</li> <li>• Public opinion could still be hostile towards those that refused to fight.</li> </ul>
<p><b><u>THE DEREK BENTLEY CASE AND THE ABOLITION OF CAPITAL PUNISHMENT:</u></b> <b><u>The Bentley case and public opinion:</u></b></p> <ul style="list-style-type: none"> <li>• Derek Bentley was found guilty of the murder of a policeman who was shot during an attempted burglary. Bentley was executed in 1953 for the crime.</li> <li>• Many people in Britain disagreed with the sentence. His family used the media to draw attention to his case.</li> <li>• Derek Bentley was eventually pardoned in 1993 and in 1998 the conviction for murder was quashed.</li> <li>• Timothy Evans and Ruth Ellis were also controversially executed.</li> </ul>	<p><b><u>Impact in parliament:</u></b></p> <ul style="list-style-type: none"> <li>• 200 MP's supported a reprieve for Bentley but before they could debate the motion the death sentence had been carried out.</li> <li>• In 1957, significant changes were made to the law regarding murder. The Homicide Act made allowances for defendants suffering from diminished responsibility. In these cases, the murder sentence would be reduced to manslaughter which wasn't punishable by death.</li> <li>• In 1965, the death penalty for murder was suspended and this change was made permanent in 1969.</li> </ul>

## 1 Whitechapel, c1870-c1900 Crime, policing the inner city (pages143-157)

<p style="text-align: center;"><u>Whitechapel - a district in the East End of London</u></p> <ul style="list-style-type: none"> <li>• The Great depression (1873 onwards) brought widespread unemployment and poverty. Whitechapel sucked in prostitutes, beggars, criminals and alcoholics. 35% of East Londoners living in utter poverty between 1889-1903</li> <li>• Low pay, unemployment</li> <li>• Prostitution is a necessity, workhouse is the last resort</li> <li>• It was very hard to police the slums</li> <li>• 1888 a serial killer, Jack the Ripper, focused national attention to Whitechapel</li> <li>• H division of the MET was responsible for policing this area.</li> </ul>	<p style="text-align: center;"><u>CID (Criminal Investigation Department)</u></p> <ul style="list-style-type: none"> <li>• A detective department added to the MET in 1842, first tiny and ineffective and argument over its purpose and problems with corruption.</li> <li>• 1878 CID was set up by Howard Vincent, with 216 officers.</li> <li>• <b>1886 Charles Warren</b> (his career ended with the failure to catch Jack the Ripper).</li> <li>• C.W. a former general was appointed as head of the MET</li> <li>• He called in the army to control the protestors (protested against gov. policies regarding unemployment) in Trafalgar Square (Bloody Sunday)</li> <li>• From then on, the police in London was seen as the Government in uniform and the police believed to be on the side of the rich men. This made policing in poorer areas very difficult.</li> </ul>
<p style="text-align: center;"><u>How the police force was organised</u></p> <ul style="list-style-type: none"> <li>• Many different police forces at this time, many counties had their own police force run by watch committees.</li> <li>• In London, however, the MET reported directly to the Home Secretary who also appointed the head of the force.</li> <li>• Manpower was insufficient (In 1885, MET had 13,319 members but only 1,383 officers were available for duty at any one time. (London's population was over 5 Million)</li> </ul>	<p style="text-align: center;"><u>The local context of Whitechapel in the late 19th century</u></p> <ul style="list-style-type: none"> <li>• WCh poorest area 30,000 inhabitants, 1000 homeless, gangs ruling its streets + recent Irish and Jewish Eastern European immigrants</li> <li>• <b>Heavy pollution</b> (smog) got stuck in WCh's maze-like streets.</li> <li>• Sewers run into the streets, little healthy drinking water</li> <li>• <b>Overcrowded housing</b>, slum areas (rookeries). Houses div. into tiny apartments (30 pp in one app.) families starving.</li> <li>• To investigate the density of housing, local census is available.</li> <li>• <b>200 lodging houses</b> available (sleeping accommodations in 3x8 hours shift) unhealthy</li> <li>• Model Housing - <b>the Peabody Estate</b></li> <li>• 1875 Gov passed the <b>Artisans Dwelling Act</b>, a slum clearance program with 11 new blocks of flats paid by the wealthy American Peabody. Reasonable rent (3 shilling)</li> </ul>
<p style="text-align: center;"><u>Enquiry into policing</u></p> <ul style="list-style-type: none"> <li>• Sources that could help you to find out more about policing:</li> <li>• Records of criminal trials, number of officers and number of arrests made, freedom licences (release papers for prisoners), court case (from Central Criminal Court in London (The Old Bailey), police memoirs and reports,</li> <li>• Media local and national newspaper such as <i>the Illustrated Police News</i> (official publication BUT! Was also a sensationalist 'penny dreadful' and very anti-police. 1860 <i>Police Review</i> challenges negative view of the police force.</li> </ul>	



**Whitechapel, c1870-c1900 Crime, policing the inner city (pages158-170)**

<p style="text-align: center;"><b><u>Work in Whitechapel</u></b></p> <ul style="list-style-type: none"> <li>• People worked in the Bell Foundry ( most famous factory Big Ben was cast here), and also in sweated trades( shoe making, match making, tailoring) in small, cramped dusty sweat shops for low wages. Others worked in railway construction or in the docks.</li> <li>• Early 19<sup>th</sup> c. <b>Workhouses</b> set up ( poor relief) offered food and shelter as a last resort mainly for orphans, unmarried mums, old, sick, disabled. Uniform+Hard manual labour+families split.</li> <li>• <b>Thomas Bernardo</b> set up schools for orphaned children. In 1870 he opened an orphanage for boys then later one for girls. By 1905 there are 100 Bernardo's homes.</li> </ul>	<p style="text-align: center;"><b><u>Immigration</u></b></p> <ul style="list-style-type: none"> <li>• <b>Irish</b> : young men coming to London with plans to move on to America. Moneyless, many worked as `navvies` ( navigators, canal work, docks work) Amongst them many <b>Fenians</b>: fanatic, catholic terrorist movement demanding independence from the UK.</li> <li>• Huge surge of anti-Irish, anti –Catholic sentiment</li> <li>• <b>Special Branch</b> of MET dealt with terrorist /bomb attacks</li> <li>• <b>Eastern-European Jews</b>: First Russian Jews fleeing pogroms, then Polish and German Jews. They lived in <b>self-segregated communities</b>.</li> <li>• <b>Hostility towards them from the locals as they were</b> hard workers, for low wages, they set up successful businesses., different customs and lifestyle ( Sabbath)</li> </ul>
<p style="text-align: center;"><b><u>The growth of Anarchism and Socialism</u></b></p> <ul style="list-style-type: none"> <li>• <b>Growth of anarchism</b>: 19<sup>th</sup> c. social and economic problems led to growth of revolutionary movements. Bakunin and other anarchists did not believe in any forms of government. Many E-European revolutionists find refuge In London.</li> <li>• <b>Socialist</b>: SDF representing agricultural and industrial workers. Radicals wanted to bring down capitalist system. ( Trafalgar Square-Bloody Sunday)</li> <li>• <b>Rising tension</b>: <u>between</u> immigrants and the local population over jobs, housing and language.</li> <li>• <b>Mixed raced districts</b>: street violence, increasing anti-Semitism, race hatred. Immigrants stereotyped as dangerous criminals.</li> </ul>	<p style="text-align: center;"><b><u>Police organization</u></b></p> <ul style="list-style-type: none"> <li>• MET was split into 20 division ( each responsible for 1 London district) <b>H Division covered Whitechapel</b>.</li> <li>• Superintendent, chief inspector, inspectors, sergeants , officers, constables + 15 detectives from CID</li> <li>• On Patrol- a beat constable `s shift: boring, low paid and dangerous.</li> <li>• <b>By the mid-19<sup>th</sup> century attitude towards the MET has changed : reliable and helpful “Bobby”</b>. However in deprived districts ( <b>Whitechapel</b>) it was seen as upholders of unpopular government policies.</li> <li>• <b>Crimes in Whitechapel are directly linked with poverty (“unfortunates”):</b> Prostitution (abortion common) Alcohol, (opium dens, gin places)Violence , Rookeries, narrow allies, hard to police the area.</li> </ul>

### 3 Whitechapel, c1870-c1900 (pages170-182)

#### Police in the Whitechapel community

- Eastern European gangs emerged ( Bessarabian Tigers , Odessians) asking for "protection money from business owners. H division made no attempts to shut down their fights.
- By 1870 there were 82 gov. laws describing how the MET should deal with various issues: lunatics, vagrancy, pubs, street traffic, sewage., coinage, litter, runaway horses, kids, fires and accidents.( muzzling dogs was compulsory)
- **Local constable seen as a kind of social worker.** Some of his tasks led to conflict with WCh communities ( example, dealing with poor families, controlling prostitution,.) Some saw the benefits of the H division: **soup kitchens**, finding runaway children)
- Many believed that Police was too concerned with enforcing irrelevant regulations /promoting good manners at the expense of catching real criminals and keeping the locals safe.

#### The Jack the Ripper murders

- In **1888 five women were murdered** in and around Whitechapel. Killer ( nicknamed Jack the Ripper) has **never been caught**.
  - Failure to deal with the Ripper murders led to enormous criticism of the H division, the MET and the SID team of the Scotland Yard. ( Inspector Frederick Abberline)
  - **Police methods were inadequate**, there were several obstacles the police faced to carry out a successful investigation.( Hoax letters, **Police force rivalry**)
  - **Methods:**
  - Some lines of enquiry by the CID was imaginative and resourceful but **lacked in scientific knowledge of the modern police forces.** ( Following up direct and indirect leads from the public, Clues on victims possessions, visiting lunatics, interviewing key witnesses, setting up soup kitchens. Experimenting with bloodhounds)
  - **Press made investigation harder by criticizing and publishing fake stories.**
  - **No forensic evidence** (no fingerprint, DNA, ..)
  - Frustrated local businessmen, traders set up **The Vigilance Committee**-offered reward for information, patrolled the streets at night noisily. It hindered the investigation.
  - MET was slow to learn of its failures and slow to make improvements.
- 
- **As a direct result of the serial killing**
  - **Improvements in techniques- The Bertillon system** ( physical measurements, mug shots, records kept in file)
  - **Improvement in communication:** telephone lines by 1901, bicycles
  - **Improvement in the environment** By 1900 there were considerable improvements in street lighting, housing and health. Two important Laws were made :
  - **The Houses of the Working Classes Act** ( housing development schemes began to replace slums with mass low-cost housing)
  - **The Public Health Amendment Act** ( improved toilets, pavement, sanitation)

## Superpower relations and the Cold War (1)

### Early tensions between East and West

The USA entered World War Two against Germany and Japan in 1941, creating a **Grand Alliance of the USA, Britain and the USSR**. This uneasy alliance would ultimately break down into the Cold War.

The alliance of the USA and the USSR brought together two sides that were divided by their **different political ideologies**. The political and economic systems of the USA and Britain were based on capitalism, while since its foundation after the 1917 Russian Revolution the USSR had based its economy on communism.

#### Capitalism

Several political parties representing different sectors of society

Governments are chosen by democratic elections

People are free to set up private businesses and make money for themselves

Individual rights and freedoms are important

Freedom of speech and freedom of the press

#### Communism

One-party state

No democratic elections and no opportunity to change the government by election

All businesses and factories are owned by the state

Individual rights and freedoms are less important than obedience to the state

Censorship and state controlled media

**Teheran Conference**(1943 November): the leaders, Roosevelt, Churchill, Stalin known as the Big Three, met in Tehran, to discuss how to win the war. They agreed that the USA and Britain would invade France by May 1944 by opening a second front, the USSR would join the USA and Britain in the war against Japan, once Nazi Germany was defeated, keep Germany weak, set up an international org. to prevent war in the future.

**Yalta Conference** (1945 February) the Big Three met again to decide what to do with Germany once it had been defeated. Germany would be divided into four zones of occupation, The German capital, Berlin was to be divided into four zones, (The divided Berlin **would become a continuing source of tension** once the Cold War began in earnest.) all countries freed from Nazi control were to be guaranteed the right to hold free democratic elections to choose their own governments, Germany is to pay \$20 Billion for reparations. Stalin was offered a **sphere of influence** in Eastern Europe where communist ideals would dominate, Nazi party was to be banned.

**The Potsdam Conference** (1945 July) to finalise a post-war settlement and put into action all the things agreed at Yalta. **Change in leaders** (Truman, Stalin, Attlee) Truman is a lot more hostile towards the Soviet Union, USA had successfully exploded an **atomic bomb** at their test site in the New Mexico desert, United Nations has been created, Big disagreement about the Polish borders and Truman wanted the Red Army to leave the Eastern European Countries.

### Impact of the atom bomb on US-Soviet Relations

In hope to **finish the war in the Pacific** in 6 August 1945, the USA dropped an atomic bomb on the Japanese city of Hiroshima. Three days later the USA dropped a second atomic bomb on Nagasaki, killing around 120,000 civilians.

It was also intended to **send a warning to the Soviet Union** about the strength of the American arsenal. It made relationship worse, but it also made both superpowers to try to avoid war.

Truman's plan backfired as Stalin determined to make the USSR more secure and created a **"buffer zone"** of communist countries to protect the western borders of the Soviet Union. American 'nuclear hegemony' would not last long, by 1949 The Soviets made their own atomic bomb.

### Rising tensions the Telegrams

Both Truman and Stalin feared that the break-up of the alliance would lead to another war, they wanted to know what the others were thinking, both asked their embassies to report on the attitudes of the other countries. **The Kennan Long Telegram (February 1946)** reported that Stalin wants capitalism destroyed, he thinks the west wants to destroy him, but if the USA steps up aggressively the USSR would back down.

The Soviet response to The Long Telegram was The **Novikov Telegram**, in which the Soviet ambassador to the USA, Nikolai Novikov, warned that the USA had emerged from World War Two economically strong and bent on world domination. As a result, the USSR needed to secure its buffer zone in Eastern Europe.

These two telegrams set the scene for the Cold War in Europe. The USSR would attempt to dominate Eastern Europe and spread communism where possible. The USA would commit to a **policy of 'containment'**.

#### Iron Curtain speech.

In 1946 former British Prime Minister, Winston Churchill, **condemned the Soviet expansion in Eastern Europe in his famous Iron Curtain speech**. In that speech he famously noted that from Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent.

In 1947, President Truman promised that the USA would provide aid to any country taking a stand against communism. This was developed into The **Truman Doctrine**. The USA was now fully committed to a policy of **containment, or stopping the spread of communism**.

#### The Soviet Expansion into Eastern Europe

In 1944-45 Soviet Red Army liberated many countries in Eastern Europe from the Nazis. After the War Stalin was reluctant to give up control. , created a buffer zone of these countries to protect himself. Estonia, Latvia, Lithuania was conquered, Poland, East Germany, Czechoslovakia, Hungary, Romania was turned into communist states by force, putting pro-communist gov in place, often rigging elections. Albania and Yugoslavia were Non-Soviet communist countries.

## Superpower relations and the Cold War (2)

<p><u>The impact of the Truman Doctrine and Marshall plan</u></p> <p>In the <b>Truman doctrine</b> Truman promised to defend the Western countries against communism, George Marshall, the US secretary of state promised a massive aid to Europe, make them less likely to fall prey to communism, launching the <b>Marshall Plan(\$12 billion)</b>. Money was offered to the USSR and to Eastern European countries but Stalin forbade them from accepting it, calling it "Dollar Imperialism". <b>Soviet Response: 1947 Cominform</b> – the Communist Information Bureau, its aim to tighten Soviet control in Eastern Europe, to build collective heavy industry. In 1949 it also established <b>Comecon</b> – the Council of Mutual Economic Assistance, a financial aid to keep the Eastern Bloc countries on side.</p>	<p><u>The Arms Race and the Space Race</u></p> <p>By developing the atomic bomb the USA felt safer, however, it made the USSR more determined to develop its own nuclear weapons. It finally succeeded in 1949 and this began a <b>nuclear arms race</b>, with both sides racing to develop more and bigger bombs. As the Cold War developed, the theory of <b>Mutually Assured Destruction (MAD)</b> took shape, which said that the existence of such massive nuclear weapons meant that a future World War could end life on earth.</p> <p>This nuclear arms race was matched by similar <b>competition over space</b> and the race to the moon. Huge sums of money were spent by both superpowers.</p>
<p><u>The 1948 Berlin Crisis-testing the West</u></p> <p>By now, Europe is divided into two economic camps, Berlin, as well as Germany is divided into 4 zones(soldiers on the streets, military checkpoints) FR,GB,USA combined their zones, <b>Trizonia</b>, created a new currency ( <b>Deutschmark</b>). Germany is now split into 2 parts; Trizonia and Soviet controlled Germany (West Germany and East Germany) they became two separate economic areas. Stalin felt the West is ganging up against the USSR, He wanted a united COMMUNIST Germany that is weak, unthreatening and as a 'buffer zone' between it and the West. He lost patience with the way the West were acting in Berlin and decided to push them out. Wanted to show, divided Germany does not work.</p> <p>On 24th June 1948, Stalin cut all land access to Berlin for the Allies. This became known as the <b>Berlin Blockade</b>. So that the people of West Berlin would not run out of food and resources, the <b>Allies flew supplies</b> (Operation Vittles ) Stalin did not risk a war by shooting down a plane. 11 month later the Soviets gave in and lifted the Blockade.</p> <p>Consequences: Made USA look stronger, USSR suffered huge propaganda loss.</p>	<p><u>The Hungarian uprising 1956</u></p> <p>By 1948 the communists had taken over by taking control of the secret police (the AVH) and eliminating their political opponents. The Hungarian leader, Rakosi, was a hard-line communist fully in league with Moscow; no freedom of speech, climate of fear, Soviet troops stationed in Hungary, economic hardship. It led to <b>protests and riots</b>. Soviet leader, <b>Khrushchev</b> denounced many of Stalin's crimes and human rights abuses and outlined his <b>de-Stalinisation</b> policy. Also replaced Rakosi with <b>Imre Nagy</b>. Nagy's reforms included: free elections, fair trials, the withdrawal of the Soviet army from Hungary, private ownership of their land and finally Hungary to leave the Warsaw Pact and declare neutrality in the Cold War. <b>Khrushchev refused to accept Hungary leaving the Warsaw Pact</b> as it would leave a gap in the USSR's buffer zone with Western Europe.</p> <p>In November 1956, Soviet tanks invaded Hungary the people took to the streets and to fight the Soviet Red Army. 20 000 pp killed, thousands arrested or left the country.</p> <p>Nagy was arrested and executed. He was replaced by János Kádár who crushed the remaining resistance. Despite its declaration that it would roll-back communism, USA and the countries of NATO were unwilling to intervene in Soviet bloc countries.</p>
<p><u>Formation of East and West Germany / NATO and the Warsaw Pact</u></p> <p>In April 1949 the USA, Britain and France officially announced the formation of the German Federal Republic <b>FRG</b>( West Germany).Stalin responded by creating the German Democratic Republic <b>GDR</b> (East Germany )</p> <p>Formation of <b>NATO (the North Atlantic Treaty Organisation) in April 1949</b> – an alliance of countries around the North Atlantic for their mutual defence.</p> <p>The USSR responded to the formation of NATO with the <b>Warsaw Pact in May 1955</b> similarly an alliance of the communist countries of Eastern Europe for their mutual defence.</p> <p>Thus, Europe became divided into <b>two opposing armed camps</b>.</p>	

## Superpower relations and the Cold War (3)

<p><u>Increased tension: The Refugee problem in Berlin 1958</u></p> <p>In the late 1950s, issues around Berlin sparked off one of the biggest of the Cold War crises. Due to the Marshall Aid Germany was a lot wealthier, whereas East Germany suffered from shortages of basic goods. Estimated <b>3 million west Germans left for east Germany for a better life</b>. Khrushchev was concerned about the <b>'brain drain'</b> from East Germany, he gave the West an <b>Ultimatum</b>. He demanded that, as Berlin lay in East Germany, the Western powers should withdraw their troops from Berlin within six months.</p> <p>Eisenhower refused and agreed to hold a summit meeting to resolve the ultimatum.</p> <p><b>1959 Geneva Conference , Camp David Summit</b> No agreement on the future of Berlin was reached but, ultimatum was withdrawn by Khrushchev. <b>1960 Paris, 13 days</b> before the summit was due to begin, an <b>American U2 spy plane</b> was shot down over the USSR. Khrushchev walked out of the Summit.</p>	<p style="text-align: center;"><u>The Cuban Missile Crisis</u></p> <p><b>The Cuban Revolution:</b> In 1959 the pro-american government( Batista) in Cuba was overthrown by Castro. The US government refused to help Castro's new regime so he turned to USSR, became communist and received weapons from Khrushchev. The USA then had a communist state 'in its own backyard'. USA worried, banned trades with Cuba and broke off diplomatic relations. <b>Bay of Pigs incident:</b> CIA trained Cuban exiles to invade and overthrow Castro's comm.regime. Epic failure, embarrassment for Kennedy, USSR gave more weapons to Cuba for "protection" from USA. <b>1962 American U2 spy plane</b> took pictures of Russian missile sites in Cuba. Kennedy set up a blockade around the island, exchange of telegrams, USSR demands USA missiles to be removed from Turkey. For 13 days in October 1962 the world appeared to stand on the brink of nuclear war. Soviet ships turned around. <b>Consequences of the Missile Crisis:</b> Hotline, the Test Ban Treaty, the Outer Space Treaty, the Nuclear Non-Proliferation Treaty.</p>
<p style="text-align: center;"><u>Building of the Berlin Wall</u></p> <p>The relationship between the USA and the USSR deteriorated even further, heightening Cold War tensions. <b>1961 Vienna Conference Khrushchev reissued the Ultimatum to Kennedy</b> (who has already failed at the Bay of Pigs) Kennedy refused to withdraw the American troops so the <b>USSR decided to close the border and started building the Berlin Wall in 1961</b>. (3.6 m high 2 walls with booby traps, machine gun nests ect. Families separated, People for years tried to cross the walls, Civilians got shot. <b>Outcomes:</b> Khrushchev abandoned his plan to control Germany, Wall stopped refugees, Wall showed USSR had to lock pp into East Germany, Soviets had to accept Western control in West Berlin, Communism survives in East Berlin, Khrushchev learned that he can't bully Kennedy. <b>1961 Checkpoint Charlie stand -off</b> (US and USSR tanks were facing each other for 18 tense hours. ,1963, President <b>Kennedy visited Berlin</b> and made a famous speech ("<b>Ich bin ein Berliner</b>") in which he stated that Berlin was a symbol of capitalism and the struggle against communism. The Berlin Wall remained a <b>symbol of Cold War</b> tension until it was torn down in November 1989.</p>	<p style="text-align: center;"><u>Czechoslovakia, 1968-69</u></p> <p>Czechoslovakia had been a communist country, controlled by Moscow. People were unhappy with censorship, poor economy and police control. In 1968 Dubcek became the leader of the Gov. and wanted to create '<b>Socialism with a human face</b>'. That meant staying in the Warsaw pact, keeping the socialist model of government but guaranteeing a better delivery of goods, services and freedoms to the Czech people. This attempt, known as the <b>Prague Spring</b>. Khrushchev was replaced by Brezhnev, who was worried reforms would spread to other satellite states losing their loyalty. Prague Spring was crushed by the invasion of the Soviet Red Army and the Warsaw pact troops. <b>The Brezhnev Doctrine</b> was issued and it stated that if a country did something that threatened communism, all the other communist countries would take action. Impact of the Prague Spring: Western Eu Communist parties, Yugoslavia, Romania condemned the Soviet action, USA criticised but did nothing. Tension between USSR and US grew.</p>

## Superpower relations and the Cold War (4)

<p><u>Attempts to reduce the Tension: Détente 1969-1979</u></p> <p>After the scare of the Cuban Missile Crisis, the high cost of Vietnam War the 1970s saw the USA, the USSR trying to improve relations and save money. This led to a period known as détente, a word meaning the relaxing of tension. Things also improved in Europe, between West and west Germany. In 1972 they signed the <b>SALT 1</b> (Strategic Arms Limitation) Treaty. Limited the number of ICBMs, ABMs. Nixon visited Moscow, Brezhnev visited the USA.</p> <p><b>1975 The Helsinki Accords:</b> Agreements of 33 NATO and WARSAW nations on 3 areas (baskets) European borders, International Co-operation, Human rights. 1975 American astronauts and Soviet cosmonauts met and symbolically shook hands in space. Further talks on limitations of nuclear weapons <b>SALT 2</b>. However, it was never put in action for the following reasons: arms race was back on again, Soviets invaded Afghanistan in 1979, USA lost trust in the Soviet Union, President Carter was advised to act strongly against the USSR. By 1970 the spirit of Co-operation had died.</p>	<p><u>The Collapse of Soviet Control in Eastern Europe</u></p> <p>1985 Michael <b>Gorbachev</b> becomes the leader of the Soviet Union. USSR economy nearly bankrupt, low standard of living, increasing unrest in the satellite states (Poland!) <b>1986 Chernobyl</b> disaster is an embarrassment for the Soviets. Gorbachev's new thinking: <b>Perestrojka</b>, reorganising the economy, letting some "capitalism" in. <b>Glasnost</b>, more open attitude in USSR, transparency of government (freedom of speech) <b>Ending the Brezhnev Doctrine</b>, USSR would no longer involved in the affairs of other communist states.</p> <p><b>Reducing the size of military</b>, less spending on nukes, leaving Afghanistan alone. Gorbachev also initiated the <b>START program</b>. In the following years Ronald Reagan showed willingness to work with Gorbachev, important steps were made from both end to limit nuclear weapons. <b>Peace talks</b> : Geneva Summit(1985), Rejkjavik Summit (86), Washington Summit (87), Moscow Summit(88) Malta Summit (89).</p>
<p><u>The Soviet invasion of Afghanistan</u></p> <p>The USSR was concerned about Muslim fundamentalism in Afghanistan, in its neighbouring country. Amin replaces pro-Soviet government with USA's help. USSR invades, for 10 years Soviet troops stay, costly war. The USA saw the Soviet invasion of Afghanistan as spreading communism.</p> <p><b>Consequences: Carter Doctrine</b> (using force to stop spread of communism), SALT2 not ratified, economic sanctions on Russia, end of Détente, Ronald Reagan takes a hard stand against communism and won a 'landslide victory' at the US elections. In 1980 the USA <b>boycotted the Moscow Olympics</b> (USSR missed a chance to showcase communism) 4 years later Soviets <b>boycotted the Los Angeles Olympics</b>. Relations between US and USSR worsened. Second cold war begins.</p>	<p><u>The end of the Soviet hold on Eastern Europe</u></p> <p>With the Brezhnev Doctrine over, the former satellite states were free to choose how they would be governed. <b>Hungary:</b> Janos Kadar was replaced as leader of the Communist Party and democratic election took places. Hungarians began to dismantle the barbed wire barriers along its border with Austria. <b>Poland:</b> free elections in 1989, <b>German Democratic Republic:</b> East Germans had observed the events in neighbouring Eastern Bloc countries with great interest and protested against the hard-line government of Erich Honecker. Many East Germans were making their way to Hungary, and from there to West Germany. In dramatic scenes, the <b>Berlin Wall was torn down on the 9<sup>th</sup> of November</b>.</p> <p><b>Czechoslovakia:</b> There were anti-communist demonstrations in 1989, and it opened its borders with the West. The playwright, Vaclav Havel, was democratically elected President in 1990. <b>Romania:</b> In 1989, a bloody revolution overthrew the communist leader of Romania, Nicolae Ceausescu, who, together with his wife, was executed on Christmas Day. <b>Soviet Republics:</b> In 1990 and 1991, one by one the former Soviet Republics of the USSR (Lithuania, Latvia, Estonia, Georgia) declared themselves independent. Russia declared itself a republic in 1991 and elected Boris Yeltsin at its leader</p>
<p><u>Ronald Reagan and the 'Second Cold War'</u></p> <p>Tougher approach, <b>evil empire</b> speech, increases spending on arms, promises to support any anti-communist groups/ governments who wishes to fight the 'evil'. This 'Roll back communism' becomes the <b>Reagan Doctrine</b>. Reagan announces his Strategic Defense Initiative (<b>SDI</b>) programme. Plan to place satellites with lasers in space (Star Wars) to shoot down Soviet missiles. US developed the neutron bomb. The Russians could not afford all these any more.</p>	<p><u>The significance of the fall of the Berlin Wall</u></p> <p>The fall of the Wall speeded up the pace of change across Eastern Europe. <b>Germany was reunited</b> in 1990. <b>Families were reunited</b> after 30 years. The Warsaw pact, that had been the way that the Soviets controlled the communist countries in Eastern Europe, came to an end in 1991. <b>Europe was reunited</b> (free travel, free trade, opening of the private sector, "iron curtain" was gone) End of military threat. Gorbachev looked weak (did not mean to end communism) and fell from power. <b>Soviet Union broke up</b>.</p> <p>The fall of the Wall was massively symbolic of the <b>end of the Cold War</b>.</p>

## Queen, government and religion, 1558-69

<p><b>The situation on Elizabeth's accession</b></p> <ul style="list-style-type: none"> <li>• Everybody knew their place in <b>society</b> (nobility, gentry, yeoman, merchants, labourers etc) and you owed respect and obedience to those above you. The husband and father was the head of the household.</li> <li>• Elizabeth's <b>government</b> kept England running smoothly-the Court, Privy Council, Parliament, Lords Lieutenant and JP's.</li> <li>• The monarch was helped by the <b>Secretary of State</b> (eg Lord Burghley).</li> <li>• <b>Parliament</b> could grant the monarch money but Elizabeth didn't like calling Parliament as they often wanted to discuss areas she felt were her <b>royal prerogative</b> such as religion and her marriage.</li> <li>• Elizabeth faced many questions over whether she should be queen because of her <b>legitimacy</b>.</li> <li>• She was also constantly being pushed towards <b>marriage</b> and having babies to secure an <b>heir</b>.</li> <li>• Elizabeth was very clever and confident but did have a bad temper and could take too long to make decisions.</li> <li>• She faced <b>challenges</b> over her finances (she had a lot of debt) and also from Scotland, France and Spain. France and Spain mainly because of religion and Scotland because it was right on England's border.</li> </ul>	<p><b>The 'settlement' of religion</b></p> <ul style="list-style-type: none"> <li>• <b>Henry 8<sup>th</sup></b> had made himself Head of the Church of England and England had been moving towards becoming a <b>Protestant</b> country since the <b>Reformation</b> (1530's).</li> <li>• However there were still many <b>religious divisions</b> in England in 1558 which had not been helped by Elizabeth's brother and sister (Edward and Mary).</li> <li>• Many members of the <b>clergy</b> (religious leaders) did conform to Elizabeth's religious plans but others would not work in the Protestant Church.</li> <li>• Many people in the <b>North</b> still clung to the <b>old Catholic</b> ideas but many <b>Puritans</b> wanted the church to get rid of all traces of Catholicism.</li> <li>• Elizabeth's <b>religious settlement (act of Supremacy, Act of Uniformity and the Royal Injunctions)</b> were meant to ensure that everyone followed the same rules and did as they were told but Elizabeth was trying to be as tolerant as she could whilst still being a Protestant monarch.</li> <li>• She did not want people punished too harshly for not strictly following the rules.</li> <li>• Her religious settlement <b>mostly worked</b> as many of the clergy agreed to work within the church but many bishops stood down. Most people were happy to follow her settlement and <b>visitations</b> took place every four years to check everyone was doing as they should.</li> </ul>
<p><b>Challenges to the religious settlement</b></p> <ul style="list-style-type: none"> <li>• During the 1560's the main group who challenged Elizabeth's religious settlement were the <b>Puritans</b>. They were unhappy about the use of <b>crucifixes</b> (idols) in churches and when some Puritan bishop's threatened to resign Elizabeth said they could be removed.</li> <li>• The Puritans also didn't like the wearing of <b>vestments</b>. They did not like the idea of special clothing and felt plain clothing was best. Elizabeth insisted vestments should be worn and 37 priests lost their jobs for refusing.</li> <li>• Catholics also did not like some of Elizabeth's protestant ideas but Elizabeth did not want recusants (Catholics unwilling to attend church services) punished too harshly.</li> <li>• <b>The Revolt of the Northern Earls</b> was a threat from the Catholic nobility who had lost some of their influence under Elizabeth.</li> <li>• However there were also threat from <b>France and Spain</b> (strong Catholic countries). This was made worse when Elizabeth was involved in the <b>Dutch Revolt</b>, helping the Dutch Protestant rebels against Spain.</li> </ul>	<p><b>The problem of Mary, Queen of Scots</b></p> <ul style="list-style-type: none"> <li>• Henry 7<sup>th</sup> great granddaughter and Elizabeth's second cousin-<b>legitimate</b>.</li> <li>• Elizabeth helped the Protestants in Scotland to gain more power and <b>weaken</b> Mary Queen of Scots.</li> <li>• However after the <b>murder</b> of her second husband (probably by her third!), Mary was forced to <b>flee</b> Scotland and came to England seeking Elizabeth's <b>help</b>.</li> <li>• But Elizabeth knew how <b>dangerous</b> Mary could be and so kept Mary under close guard until a decision could be made.</li> <li>• A court heard Mary's case between October 1568 and January 1569 and decided that <b>Mary had been involved in the murder</b> of her second husband.</li> <li>• The court did not come to a decision but letters were found that seemed to prove her guilt.</li> <li>• However she was <b>too dangerous</b> to return to Scotland and so remained in <b>captivity</b> in England.</li> </ul>

## Challenges to Elizabeth at home and abroad, 1569-88

<p><b>Plots and revolts at home</b></p> <ul style="list-style-type: none"> <li>• <b>English Catholics, Mary Queen of Scots, Spain, the Dutch Revolt</b></li> <li>• <b>The Revolt of the Northern Earls, 1569.</b> Many in the North remained Catholic and loyal to the ancient noble Catholic families.</li> <li>• Earl of Northumberland, Earl of Westmoreland, Duke of Norfolk etc-all revolted because of religion, loss of influence, Elizabeth refusing to marry and replace Elizabeth with Mary.</li> <li>• The plot also involved the idea of the Duke of Norfolk marrying Mary Queen of Scots.</li> <li>• The revolt failed but the pope <b>EXCOMMUNICATED</b> Elizabeth hoping for another rebellion.</li> <li>• An act of Parliament meant it became treason to claim Elizabeth was a heretic or was not the queen.</li> <li>• <b>Ridolfi, Throckmorton and Babington.</b> All plots designed to put Mary Queen of Scots on the throne. Backed by Spain and the pope.</li> <li>• The Babington plot was the final plot against Elizabeth by Mary. Signed letters by Mary was used to prove her guilt and she was executed in 1587.</li> <li>• <b>Walsingham's use of spies.</b> To stop many of the above plots and more, Sir Francis Walsingham had a network of spies across Britain and Europe. Would be open to using torture to get information he wanted.</li> </ul>	<p><b>Relations with Spain</b></p> <ul style="list-style-type: none"> <li>• Elizabeth wanted England to become a key player in oversea trade but the Spanish controlled the Netherlands (England's main route into Europe) and most of the Americas. You were supposed to get a licence from Spain to trade there but English merchants often traded illegally.</li> <li>• <b>Sir Francis Drake</b> was given the job of sailing to the new world to trade but also (secretly) at attack Spanish colonies. Drake became only the second person to <b>circumnavigate the globe</b> on his 1577-80 voyage.</li> <li>• Elizabeth had to be cautious as Spain was a lot more powerful than England but she did want to help the <b>Dutch Protestants</b> who were rebelling against Spanish rule.</li> <li>• In the 1570's she offered to marry the <b>Duke of Alencon</b> (French) if he would help fight the Spanish. However in 1576 the Spanish government in the Netherlands collapsed with the <b>Pacification of Ghent</b>. But...just 6 months later Philip sent a new army to attack the Dutch and soon the Spanish were back in control.</li> <li>• Elizabeth agreed to give the Duke of Alencon £70,000 for support against the Netherlands but again this failed. In 1584 Alencon died and the leader of the Dutch rebels was assassinated. But soon Spain and France were in an alliance against Protestantism and Elizabeth was pushed into action.</li> </ul>
<p><b>Outbreak of war with Spain, 1585-88</b></p> <ul style="list-style-type: none"> <li>• 1585-Elizabeth was offered the sovereignty of the Netherlands but she refused. She did however sign the <b>Treaty of Nonsuch</b> which put Elizabeth at war with Spain when she agreed to help the Dutch rebels.</li> <li>• She sent the <b>Earl of Leicester</b> to the Netherlands who quickly angered Elizabeth by taking the title <b>Governor General of the Netherlands</b> on her behalf.</li> <li>• Leicester was called back to England after taking some forts and he did prevent the Duke of Palma from securing a deep water port at <b>Ostend</b> (which could have proved crucial with the armamda).</li> <li>• To make matters worse with Spain Drake then '<b>singed the kings beard</b>'. Destroying much of Philips new armada at <b>Cadiz</b> and putting the invasion of England back by a year.</li> <li>• Elizabeth had not had clear aims when it came to the Netherlands but she had done enough damage (with Drake) for Philip to declare war.</li> </ul>	<p><b>The Armada</b></p> <ul style="list-style-type: none"> <li>• 130 ships, 2,431 guns, 30,000 men-<b>biggest armada</b> Europe had ever seen.</li> <li>• <b>Duke of Medina-Sidonia.</b> Sail to the Netehrlands, pick up the <b>Duke of Parma</b>. Transport 27,000 troops to Kent, march on London-depose Elizabeth.</li> <li>• <b>Galleons</b>-English ships (easier and faster to manoeuvre). Could load cannons quicker but England only had 24 of these boats.</li> <li>• Spanish supplies had gone off, delays because of bad weather, low supply of cannon balls and of poor quality. Poor communication between Parma and Medina-Sidonia were poor, no deep-water port in the Netherlands, Parma not ready for the attack.</li> <li>• Armada spotted and <b>29 July 1588.</b> Fighting in the English Channel and off the Isle of Wight. <b>Battle of Gravelines (fireships)</b> scattered the Spanish along with the winds. Spanish forced to return home via Scotland.</li> <li>• <b>Great propaganda victory for Elizabeth and Protestantism. Mistakes by Philip. Dutch continued to rebel. Spain could be defeated.</b></li> </ul>



<p><b>Education and Leisure</b></p> <ul style="list-style-type: none"> <li>• All education was based around the life you would lead and in relation to your <b>social status</b>.</li> <li>• Very <b>few girls</b> received formal education.</li> <li>• More and more people were becoming literate and this became increasingly important because of <b>business and trade</b>.</li> <li>• Depending on your social class you might learn Greek and Theology, horse-riding and archery (nobility). Middle classes might go to grammar schools but often had to pay. The hours were long and punishments were harsh.</li> <li>• Merchants and craftsmen would send their boys to learn a trade, often as apprentices.</li> <li>• Petty schools (or Dame schools for girls) would be set up in teachers homes but again you had to pay.</li> <li>• Two universities (Oxford and Cambridge) and the Inns of Court trained lawyers.</li> <li>• <b>Different sports</b> depending on your social status. Literature, dancing, wrestling, cock fighting, music, bear baiting, football, fencing, popularity of the theatre for all classes.</li> </ul>	<p><b>The problem of the poor</b></p> <ul style="list-style-type: none"> <li>• Not being able to work meant a life of <b>poverty</b> and possible starvation.</li> <li>• The <b>growth in population</b> led to an increase in the number of poor as did rising prices, sheep farming, enclosure and the increase in land rents.</li> <li>• This also led to a rise in <b>vagabonds</b>-homeless people without jobs who roamed the countryside looking for work or committing crime to survive.</li> <li>• Many people moved to the <b>towns</b> in search of jobs but this just made the problem of urban poor even worse (especially if there were trade problems at the time).</li> <li>• <b>Impotent and able bodied poor</b>. There was poor relief for those who were genuinely in need. For those who were seen to be able to work but didn't, punishments were harsh.</li> <li>• <b>1572</b>-recognised the <b>national poor rate</b> for the first time and that unemployment was a real problem.</li> <li>• Towns should try and find work for the able-bodied, rather than simply punishing them for being without a job.</li> </ul>
<p><b>Exploration and voyages of discovery</b></p> <ul style="list-style-type: none"> <li>• The <b>New World</b> could open up opportunities for European countries to make a lot of money through trade. Elizabeth and her courtiers funded many voyages of discovery, and started the foundations of the Triangular Trade.</li> <li>• <b>Improvements</b> in navigation (quadrants, astrolabes, mapping) all helped explorers travel further and more accurately.</li> <li>• <b>Drake</b> set out in 1577 to raid Spanish colonies but actually returned in 1580 having circumnavigated the globe. This was a boost to England's reputation and allowed Drake to claim land in North America as belonging to the English (<b>Nova Albion</b>). The Spanish did not like having competition to this land and goods and Philip regarded Drake as a <b>pirate</b> and Elizabeth as deliberately provoking the Spanish by funding his voyages (and knighting him in 1581).</li> </ul>	<p><b>Raleigh and Virginia</b></p> <ul style="list-style-type: none"> <li>• 1584-fact finding mission to <b>Virginia</b>. Raleigh wasn't allowed to go but the explorer's bought back stories of goods, luxuries and paradise.</li> <li>• Two <b>native Americans</b> were also bought back to England, Manteo and Wanchese and were able to teach Thomas Harriot their language.</li> <li>• Raising funds to colonise Virginia was difficult and Elizabeth refused to fund the whole project but eventually by 1585 Raleigh had the men and resources he needed.</li> <li>• However this expedition ran into trouble almost straight away. The boats left too late to sow the seeds needed for food for winter, only 107 rather than 300 on board, the Tiger (the boat carrying all the food) was damaged, the colonists got ill and the hard work did not match the reality of the paradise which had been promised.</li> <li>• The colonists also fell out with the natives (Wingina) which led to deaths and in 1587-90 another attempt was made to settle at Roanoke but that also ended in disaster.</li> </ul>

## The Weimar Republic, 1918-1929

### The origins of the Republic, 1918-1919

- The legacy of the First World War-2 million killed, huge debt, blockade of food.
- The German Revolution-strikes, riots, Kaiser lost control. Scheidemann, Ebert. Armistice-11<sup>th</sup> November 1918-Erzberger.
- Setting up the Weimar Republic-civil servants kept in jobs, Groener assured that the army will not be reformed, leaders of industry reassured, support of trade unions.
- Weimar Constitution-President, Chancellor, Cabinet, Reichstag, Reichsrat, everyone over 21 can vote.
- Strengths and Weaknesses of the Republic-democratic, proportional representation, local government control BUT coalition governments, weak in a crisis, based on division and violence.

### The recovery of the Republic, 1924-1929

- Stresemann-stabilise Germany and gain support for the Weimar Republic.
- Rentenmark-new currency. Trusted currency. Reichsbank set up in 1924. German money trusted at home and abroad.
- Dawes Plan, 1924-reparations temporarily reduced. US loans to German industry. Industrial output doubled. Many Germans reassured by the actions of the Weimar Republic.
- Young Plan, 1929-reduced overall reparations bill, Germany given a further 59 years to pay.
- Locarno Pact, 1925-agreed with Germany. Acceptance of borders.
- League of Nations-new international body that German was allowed to join in 1926.
- Kellogg-Briand Pact, 1928-countries would not sue war to achieve foreign policy aims.
- Impact on Germany-moderate Weimar parties gained more support but many Germans felt betrayed that Germany was negotiating with the allies who had made them sign the hated ToV.

### Changes in society, 1924-29

- Changes in the standard of living-suffered between 1919 and 1923. Improvements after 1924.
- Unemployment and unemployment insurance-unemployment fell gradually and the Unemployment Insurance Act provided benefit for workers who might fall out of work.
- Work and wages-improvements. Length of working week was reduced but wages rose.

### Early challenges to the Republic, 1919-1923

- The Armistice-agreement to stop fighting, Germany torn about by unrest, entry of US troops. German army in retreat.
- The Treaty of Versailles-28 June 1919. Diktat-hated terms e.g reparations, land losses, war guilt, stab in the back.
- Left wing-Spartacists-KPD (German Communist Party). January 1919 rioting on the streets of Berlin. Freikorps used to put the uprising down. Liebknecht and Luxemburg killed.
- Right wing-Kapp Putsch-March 1920. Freikorps (fearing unemployment) turned their guns on the republic. Workers went on strike, putsch failed.
- Occupation of the Ruhr-failure to pay reparations (provide the French with goal), French occupy the Ruhr, German workers go on strike.
- Inflation and hyperinflation-prices rise, cannot pay debts, print more money.
- Money becomes worthless, food shortages. Many blamed the Weimar Republic.

### Changes in society continued

- Housing-still a housing shortages but thousands of brand new homes built across Germany.
- Other improvements-pensions paid to war veterans. Education improved and more students went into higher education.
- Women in politics-90% of women voted in Weimar elections. 112 were elected to the Reichstag. Article 109-Women had equal rights with men, marriage was an equal partnership, could enter all professions.
- Women at work-paid less than men, give up work once married, did not enter top professions (only 36 female judges). However plenty of part-time jobs in retail and service. More women in education and medicine.
- Women at leisure-unmarried, living in the city=lots of opportunities. 'New women'-bought more clothes, went out more, jewellery, make up. Birth rate fell, divorce rate up.
- Society divided-mainly over the role of women. Should they stick to more traditional roles, were the changes in clothes, make up inappropriate, should they be working when men needed jobs?
- Cultural changes-experimentation, revival, new ideas.
- Art-Otto Dix-expressionism (falling standards of behaviour under the W.R).
- Architecture-Bauhaus, futuristic.
- Cinema-3,800 sound cinemas by 1932. Really popular across the world.
- Opposition-left-too much extravagance. Right-undermined traditions.

## Hitler's rise to power, 1919-1933

<p><b>Early development of the Nazi party</b></p> <ul style="list-style-type: none"> <li>• <b>Hitler's early career in politics-</b> Hitler recovers from gas poisoning after WW1. Joins the DAP in 1919. Took control within 2 years.</li> <li>• <b>The Twenty –Five Point Programme</b> – DAP = party of protest against democracy and Jews.</li> <li>• <b>Hitler's personal appeal-</b> Hitler's abilities as a public speaker vital in gaining the DAP support. Membership grew to 3,000 by the end of 1920.</li> <li>• <b>Party organisation</b> – Hitler in charge of party propaganda. New name NSDAP helped gain more support.</li> <li>• <b>Party leadership</b> – 1921- Hitler leads DAP. Surrounds himself with carefully selected supporters.</li> <li>• <b>The role of the SA (Brownshirts)</b> - Formed Aug 1921. Created to show order and control.</li> </ul>	<p><b>The Munich Putsch and the lean years, 1923-1929</b></p> <ul style="list-style-type: none"> <li>• <b>The Munich Putsch, 1923 (causes)-</b> 'Stab in the back', fascist influence, Ruhr, hyperinflation.</li> <li>• <b>The Munich Putsch, 1923 (events)-</b> Nov 1923. Not enough support. Hitler flees the scene.</li> <li>• <b>The Munich Putsch, 1923 (consequences)-</b> The Putsch failed but Hitler still benefited. Political strategy changed. Mein Kampf.</li> <li>• <b>The lean years of the Nazi Party, 1924-1928-</b> Mein Kampf shows political beliefs of Nazi party after 1924. Totalitarianism &amp; traditional German values.</li> <li>• <b>Party reorganisation-</b> Ban on NSDAP ended 1925. Party was organised like a mini state. Rich industrialists gave loans e.g Bosch and Thyssen.</li> <li>• <b>SS- 'Protection squad'</b>. Hitler didn't trust the SA anymore. 3,000 members by 1930.</li> <li>• <b>The Bamberg Conference of 1926-</b> National conference called to address split in Nazi party. Had a big impact on the Nazi party.</li> <li>• <b>Reasons for limited support:</b> Stresemann's policies, appointment of Hindenburg to President, economy was strong.</li> </ul>
<p><b>Growth in Nazi support, 1929-32</b></p> <ul style="list-style-type: none"> <li>• <b>The Wall Street Crash in the USA-</b> Stresemann died and Wall Street Crash, Oct 1929. Banking crisis led to the German economy collapsing.</li> <li>• <b>Unemployment (impact on people)-</b> Jan 1933, 6 million workers were unemployed.</li> <li>• <b>The failure to deal with unemployment-</b> The economic crisis undermined confidence in the Weimar Republic further.</li> <li>• <b>Rise in support for KPD and NSDAP-</b> People abandoned moderate parties and switched to the extremists (Nazis and Communists) Support for the KPD was especially strong amongst working class.</li> <li>• <b>Why did people support the Nazi party?</b> Hitler was a strong, popular leader, the SA &amp; weakness of Weimar Republic.</li> <li>• <b>The appeal of the Nazi to different sections of German society:</b></li> <li>• <b>....Big business=</b> Saw the Nazis as protection from the communists.</li> <li>• <b>....Working class support=</b> Nazis promised 'Work and Bread' on posters.</li> <li>• <b>....Middle – classes=</b> Liked traditional values and a strong leader.</li> <li>• <b>....Farmers=</b> Wanted protection from Communists taking their land.</li> <li>• <b>....Young people=</b> Nazis seemed exciting (rallies).</li> <li>• <b>....Women=</b> Not supportive at first. Then liked focus on family and country.</li> </ul>	<p><b>How Hitler became Chancellor</b></p> <ul style="list-style-type: none"> <li>• <b>March 1932:</b> President Hindenburg old but still stood for re-election. Got 49.6% of votes. Hitler got 30%, Communists got 14%.</li> <li>• <b>April 1932: Hindenburg stands for re-election again:</b> Hindenburg stands for re-election- (No candidate got 50% so election repeated.) Hindenburg got 53%, Hitler got 36% and Communists got 11%.</li> <li>• <b>30<sup>th</sup> May 1932: Chancellor Brüning resigns:</b> Brüning lost support of the President and the majority of the Reichstag so resigned.</li> <li>• <b>Von Schleicher suggests a new Chancellor:</b> Goes against the spirit of the Weimar Republic. Coalition formed.</li> <li>• <b>30<sup>th</sup> May 1932: von Papen becomes Chancellor:</b> Hitler and the Nazi party were now part of the German government.</li> <li>• <b>July 1932: Reichstag elections:</b> NSDAP share of the votes increased from 18% in 1930 to 38% in 1932.</li> <li>• <b>November 1932: von Papen is sacked:</b> His gamble failed.</li> <li>• <b>December 1932: von Schleicher becomes Chancellor.</b></li> <li>• <b>January 1933: Hitler becomes Chancellor on the suggestion of Von Papen:</b> Thought they could control Hitler.</li> <li>• <b>The roles of Hindenburg, von Schleicher and von Papen:</b> All underestimated Hitler.</li> </ul>

## Life in Nazi Germany 1933-1939

<p><b>The creation of a dictatorship 1933-34</b></p> <p><b>The Reichstag Fire:</b> Dutch Communist supporter, Hitler claims it was a communist conspiracy, declares state of emergency, bans communist party, arrests</p> <p><b>The enabling Act:</b> Destroys the power of the Reichstag, changes constitution, make laws by himself</p> <p><b>Removing other opposition:</b> Began creating dictatorship in Germany</p> <p><b>Trade Unions:</b> May 1933 broke into trade union offices, arrested officials,</p> <p><b>Political parties:</b> SS destroyed newspapers, confiscated funds of Dem. and Com. Parties. Later, made all pol. parties illegal. One party system.</p> <p><b>Local Government:</b> Strengthening of the Central Government and weakening the local governments.</p> <p><b>The night of the Long Knives:</b> Ernst Rohm ( SA) was a threat, Hitler wanted the reduce the power of the SA. Many senior officers of the SA killed, enabled Hitler to strengthen his control of the Nazi party.</p> <p><b>The killing continues:</b> SS squads rounding up suspects, even shooting Von Papen's secretary and staff.</p> <p><b>The Death of Hindenburg:</b> 2<sup>nd</sup> Aug. 1934 With Hindenburg's death Hitler declares himself Fuhrer, assumes all power. Weimar republic ended. Third Reich begun.</p>	<p><b>The police state</b></p> <p><b>Policing the police state:</b> Hitler set up his own police and security forces, run by the Nazi party NOT the government.</p> <p><b>The SS:</b> Military group, personal body guards, Later run by Himmler, black uniform, 240,000 'racially pure' men in total charge of security and other police.</p> <p><b>The SD:</b> Monitoring/keeping an index card with details of everyone they felt could be an opponent of the Nazi's either at home or abroad.</p> <p><b>The Gestapo</b> Spied on people, tapped phones, used informants to identify suspects, taking them "away" used torture, 'Blended' in to the public, created great fear and terror.</p> <p><b>Concentration Camps</b> By 1939 150,000 were 'under protective arrest' in prisons. They were locked away for doing things the Nazi's disapproved of. NOT for crime. Dachau and Moringen where homosexuals, Jews, political prisoners would be sent.</p> <p><b>Controlling the Legal System:</b> Trumped up charges, courts biased in favour of the NAZIS</p> <p><b>Controlling the judges:</b> All judges must be members of the Nat. Soc. League for the Maintenance of the Law. Supported Nazi ideals and interests.</p> <p><b>Controlling the law courts:</b> abolished trial by jury. Judges decided over guilt or innocence.</p> <p><b>Controlling religious views:</b> Obvious friction between Nazi and Christian views.</p> <p><b>The Catholic Church:</b> 1933 Concordat, attempt to reach agreement with the Pope, but: Catholic schools were brought in line with state schools, priest arrested, CYL banned.</p> <p><b>The Protestant Church:</b> First, happy to be saved from communism, 1936 Reich Church Pastor Niemoller spoke up against the regime, camp!</p>
<p><b>Controlling and influencing attitudes:</b></p> <p><b>Goebbels and propaganda:</b> Minister of People's Enlightenment and Propaganda. Anti-Nazi ideas were censored, pro-Nazi ideas were promoted, propaganda is part of everyday life to everyone in Germany, constantly spreading Nazi ideas.</p> <p><b>Nazi use of the media:</b> The Press: Thousands of newspapers were shut down for not conforming to Nazi views. Journalists were often told what they could and could not publish, censorship, intimidation.</p> <p><b>Radio</b> All stations were put under Nazi control and broadcasted Nazi propaganda. Cheap radios were sold, could not pick up foreign radio stations.</p> <p><b>Nazi use of rallies:</b> Nuremberg rallies-1934-200,000 people, massive eagle, searchlights, flags. Showcase greatness, strength, unity of the Nazi Germany.</p> <p><b>Nazi use of Sport:</b> Stadiums covered in swastikas, Heil Hitler salute given, German victories a victory for Nazi ideals (<b>Berlin Olympics of 1936</b> :33 German medals, racism Jessie Owens.)</p> <p><b>Nazi control of culture and Arts:</b> Subject matters usually Germany's past, family, rural life, loyalty, strength self-sacrifice and other romantic ideas.</p> <p><b>Architecture in Nazi Germany:</b> Strongly rejects modern, has to be grand and historic.</p> <p><b>Music in Nazi Germany:</b> Wagner's heroic melodies, Beethoven's traditional German folk.</p> <p><b>Literature /Film in Nazi Germany:</b> Book burnings, Film: plots have to be approved.</p>	<p><b>Opposition, resistance and conformity:</b></p> <p><b>Support for the Nazi regime:</b> 1932 elections Hitler had won 38% of the vote, Nazi's were the largest party in the Reichstag, due to terror and propaganda there was a high degree of conformity amongst the Germans.</p> <p><b>Resistance (refusing support) and opposition (actively working against):</b> Very few examples of resistance, organised opposition was banned, unofficial risky.</p> <p><b>Opposition from the churches:</b> Catholic bishops had to swear allegiance to the Nazis and Protestant pastors were told to join German Christian Church (The Reich Church) which agreed with Nazi ideas.</p> <p><b>The pastors' Emergency League (PEL)</b> Opposed Nazi treatment of German protestant churches.</p> <p><b>Catholic Opposition:</b> 400 priests imprisoned in Dachau (Priest's Block)</p> <p><b>Opposition from the young:</b> rebelled, no freedom of choice, opposed Nazi Youth groups. When caught severely beaten, did very little damage to the system.</p> <p><b>The Edelweiss Pirates:</b> Working class teenagers, trying to break away from restrictions, long hair, hiking, camping, mocking Hitler and the Nazis.</p> <p><b>The swing youth:</b> rebellious middle class teenagers, listening and dancing to American music (representing freedom) "jitterbug", jazz, alcohol.</p>

## Life in Nazi Germany 1933-1939

<p><b><u>Nazi policies towards women:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Nazi views on women and the family:</b> Traditional role of mother and housewife, man provided for the family. Birth rates should increase. Appearance should be 'natural'.</li> <li>• <b>Nazi policies towards women:</b> German Women's Enterprise (DFW) set up to spread Nazi ideas about women. Loans were given to encourage marriage.</li> <li>• <b>Lebensborn:</b> Programme encouraged childbirth. Started in 1935 by Himmler. Single women to breed with SS men.</li> <li>• <b>Women and employment:</b> Propaganda used to persuade women to stay at home and not go to work. Focus on three K's.</li> <li>• <b>Appearance of women in Nazi Germany:</b> Women were encouraged NOT forced to look a certain way.</li> <li>• <b>How effective were Nazi policies towards women?</b> Mixed success.</li> </ul>	<p><b><u>Nazi policies towards the young:</u></b></p> <ul style="list-style-type: none"> <li>• <b>The aims of Nazi policies concerning the young:</b> 'Thousand Year Reich'. Proud Germans, support the Nazi party, boys help German economy and army &amp; girls be strong wives and mothers. Equal but different.</li> <li>• <b>The Nazi youth movement:</b> In 1933 Hitler banned almost all youth groups apart from Nazi ones. 1939= compulsory for all children over the age of 10 to join Nazi youth group.</li> <li>• <b>Nazi youth groups for boys:</b> Hitler Youth = political group with a focus on health and fitness and military training.</li> <li>• <b>The League of German maidens:</b> No military training. Taught to be a good housewife and the importance of 'racial hygiene'.</li> <li>• <b>Did Nazi youth groups achieve Nazi aims?</b> Some committed, others were less keen.</li> <li>• <b>Nazi control of the young through education:</b> Education Minister Rust = 'the whole purpose of education is to create Nazis'.</li> <li>• <b>Nazi control of the curriculum:</b> Traditional subjects altered and new subjects like Race Studies introduced. From 1935 all textbooks approved by the Nazis.</li> </ul>
<p><b><u>The persecution of minorities:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Nazi racial beliefs and policies:</b> Nazi policies intended to make the German state strong. Focus on eugenics and racial hygiene.</li> <li>• <b>Hitler's views:</b> Set out in Mein Kampf. Aryan race superior.</li> <li>• <b>Anti-Semitism:</b> By 1930's anti-Semitism was strong in Germany.</li> <li>• <b>The treatment of minorities:</b></li> <li>• <b>Slavs:</b> Untermenschen.</li> <li>• <b>Gypsies:</b> Nazis believed they didn't work enough or pay enough taxes. Believed they posed a threat to racial purity of Germany.</li> <li>• <b>Homosexuals:</b> Nazis believed they spoiled the purity of the German race.</li> <li>• <b>People with disabilities:</b> Nazis believed they were a burden on the state and weakened racial purity.</li> <li>• <b>Persecution of Jews (beginning, 1933):</b> Jews were gradually excluded from positions of power or wealth.</li> <li>• <b>Nuremberg Laws (1935):</b> The Reich law on Citizenship and The Reich Law for the Protection of German Blood and Honour.</li> <li>• <b>Kristallnacht (9-10 November 1938):</b> Incident in Paris sparked off nationwide attacks on Jews and their property. Night of the Broken Glass.</li> <li>• <b>Climax of peacetime persecution:</b> Jan 1939, Nazis said all Jews needed to leave Germany.</li> <li>• <b>The role of the German people:</b> Some were convinced the persecution was justified so they supported it others were too scared to oppose it.</li> </ul>	<p><b><u>Employment of living standards:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Nazi policies to reduce unemployment:</b> Unemployment was a priority to Hitler. By 1939 unemployment had fallen to 1/2 million people. Achieved by...</li> <li>• <b>Labour service (RAD):</b> Set up in 1933. Provided paid work for the unemployed.</li> <li>• <b>Autobahns:</b> An example of one of the public works schemes financed by the Nazis.</li> <li>• <b>Rearmament:</b> Helped to reduce unemployment.</li> <li>• <b>Invisible unemployment:</b> The Nazis found ways to reduce the number of people who were unemployed.</li> <li>• <b>Overall verdict on unemployment in Nazi Germany:</b> Reduction in official unemployment figures by the Nazis was remarkable. This helped reduce resentment.</li> <li>• <b>Changing standards of living:</b> Hard to judge. Wages improved, working hours increased, not everyone benefited equally.</li> <li>• <b>Nazi organisations which affected the standards of living of workers:</b> Nazis knew they had to keep German workers happy.</li> <li>• <b>The labour Front (DAF):</b> Trade unions banned and DAF takes its place.</li> <li>• <b>Strength through Joy (KdF):</b> Provided leisure activities for workers.</li> <li>• <b>Beauty of Labour (SdA):</b> Campaigned to get employers to provide better facilities for workers.</li> </ul>