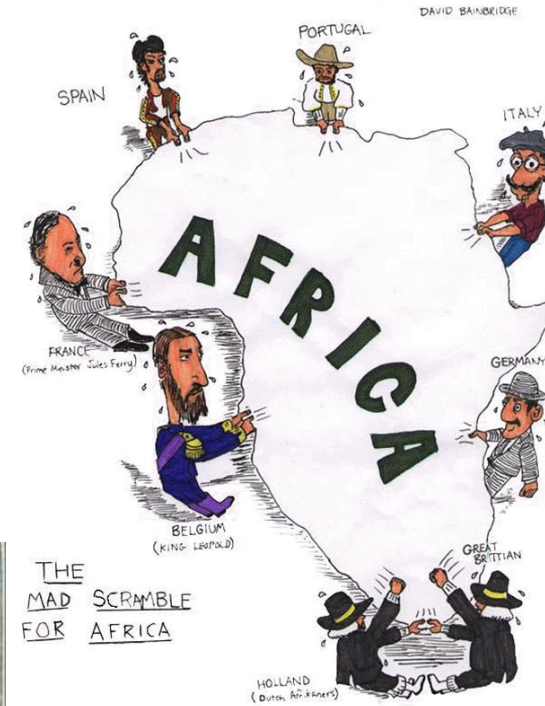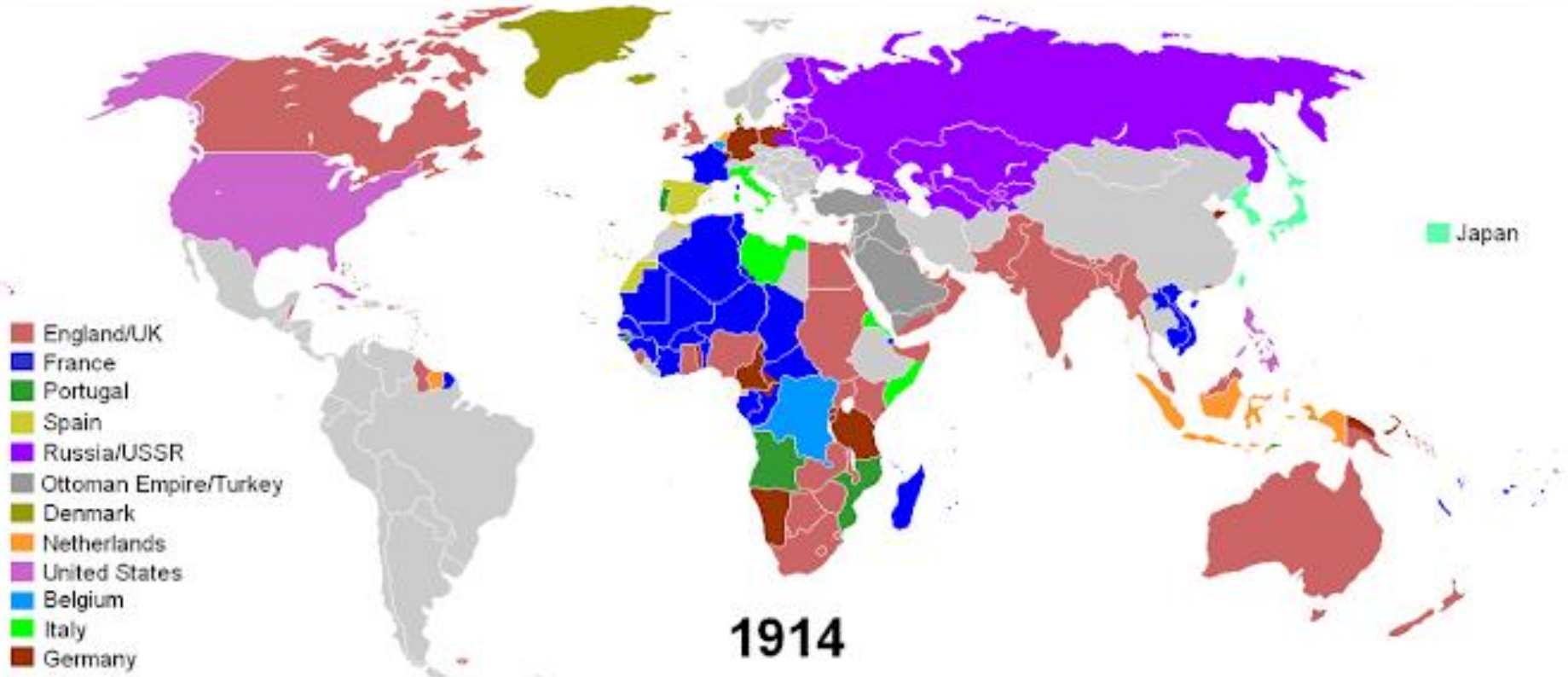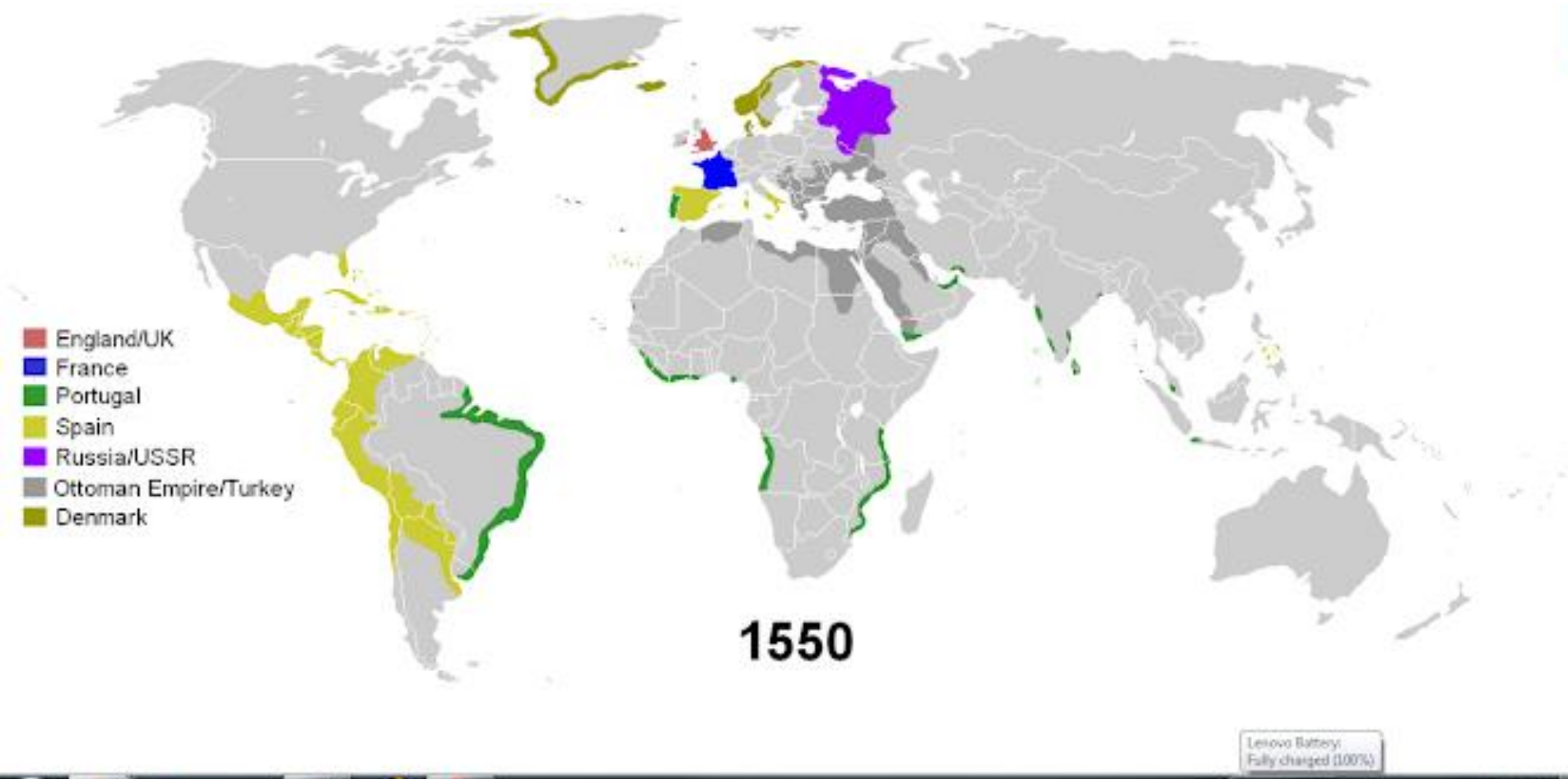# Unit 6: Imperialism

- <u>Imperialism</u> (also called <u>colonization</u>) is when a strong country controls, dominate, or conquer a weaker country (politically, economically, socially)

  ➢ The area that is taken over is known as a <u>colony</u>

- 1870-1914, many European nations (<u>Western</u> nations)- Great Britain, France, Germany, & Italy took over lands throughout Africa & Asia

- successful due to steamships, machine guns & quinine

Unit 6: Imperialism

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark
Netherlands
United States
Belgium
Italy
Germany

Japan

1914

What was the geographic context for imperialism in the 19th & 20th centuries?

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark

1550

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark
Netherlands

1660

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark
Netherlands

1754

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark
Netherlands
United States

1822

England/UK
France
Portugal
Spain
Russia/USSR
Ottoman Empire/Turkey
Denmark
Netherlands
United States
Belgium
Italy
Germany

Japan

1885

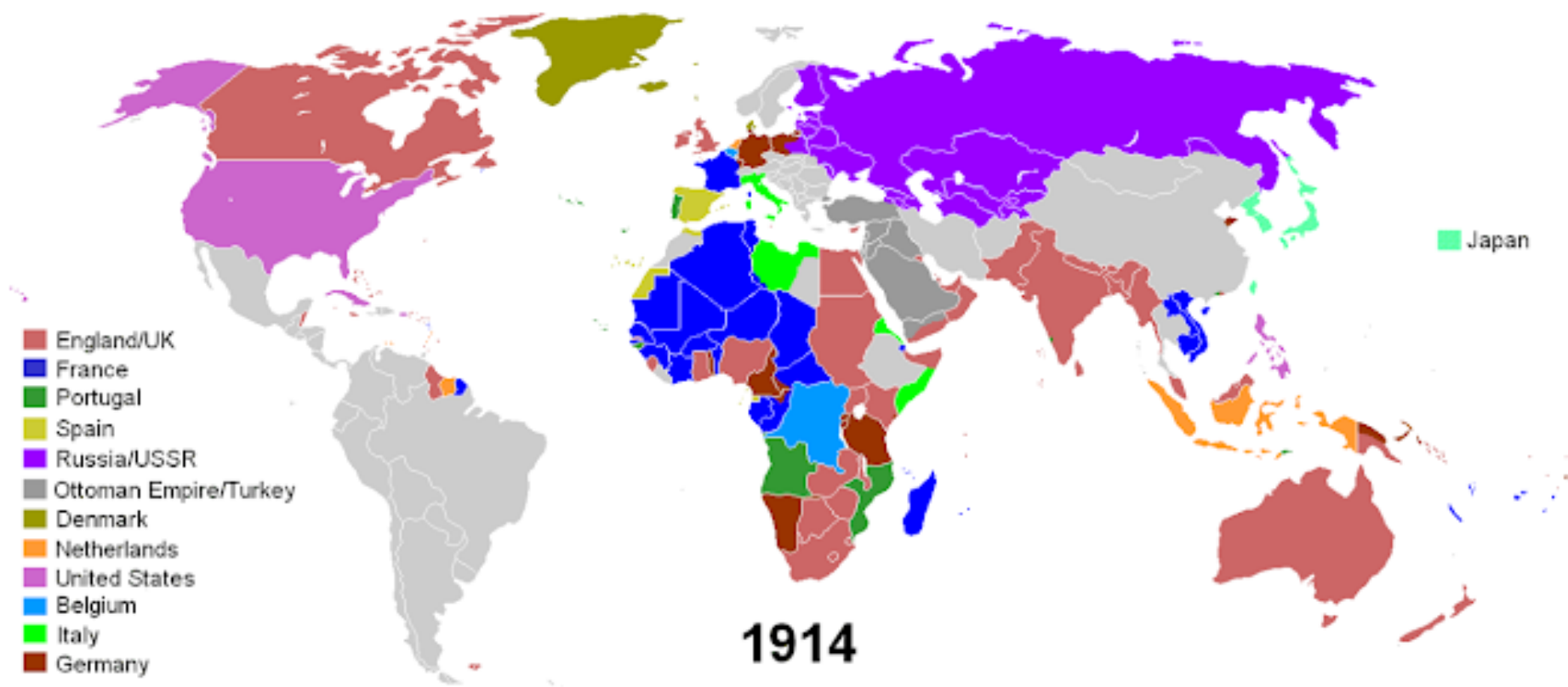|	
■	England/UK
■	France
■	Portugal
■	Spain
■	Russia/USSR
■	Ottoman Empire/Turkey
■	Denmark
■	Netherlands
■	United States
■	Belgium
■	Italy
■	Germany

■ Japan

1914

Primary Source Analysis

To what extent did people in the 19th and 20th centuries express different **points of view** about the impacts of imperialism?
How did these authors present their points of view to their **audiences**?

1. Annotate the Source.

2. Who wrote this document? What do you know about the author of this document?

3. Based on the document, explain the author's point of view about the impacts of imperialism.

4. Identify the document type. _____

5. Using document 3, explain the author's purpose for writing about the impact of imperialism.

6. Identify the audience for this document. _____

7. Based on the document, explain how the audience affects the way the author presents their ideas.

8. Explain the extent to which the document is a **reliable source of evidence** for understanding the impacts of imperialism on colonized people in the 19th and 20th century. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

Reliable	Somewhat Reliable	Unreliable

Sample Analysis

1. Annotate the document below.
From the middle of the 19th century on, European women settled in colonial empires in Asia and Africa in greater numbers than they had in the past. One example of this in French Algeria was Hubertine Auclert, (1848-1914). She was a Parisian feminist writer and women's suffrage activist. Auclert lived in Algeria from 1888 to 1892 and published an important monograph for the French in 1900 on Algerian women entitled Les Femmes Arabes en Algérie (Arab Women in Algeria).

[From "Women and Algeria", November 22, 1896*]*
Instead of encouraging education for Arab girls in Algeria, the French administration has closed the schools that existed prior to the [1830] conquest, allowed conservative Muslim men to shut down those schools for girls that were established after the conquest, and thus the capital of Algeria has not had a single [academic] school for native girls for thirty-five years. When the rector of the Academy of Algiers, Monsieur Jeanmarie, opened a class where young Arab girls could receive education, these girls proved so prodigiously intelligent that the French became alarmed. The French said that these young girls when they graduate from school would no longer want to stay at home in seclusion.

2. Who wrote this document? What do you know about the author of this document? Hubertine Auclert wrote this document. She was a feminist from Paris who fought for women to have the right to vote.
3. Based on the document, explain the author's point of view about the impacts of imperialism. Hubertine Auclert's point of view is that imperialism had a negative impact on the lives of colonized women in North Africa since the French colonizers allowed Muslim men to close schools for women. This led to there being no schools for women for thirty-five years.

4. Identify the document type. Monograph

5. Using document 1, explain the author's purpose for writing about the impact of imperialism.
Hubertine Auclert wrote this monograph because she wanted to expose how imperialism was negatively impacting colonized women.

6. Identify the audience for this document. French People

7. Based on the document, explain how the audience affects the way the author presents their ideas.
Because Auclert is writing to French people, she describes the situation with a lot of details to persuade the French that their nation's relationship with Algeria is having a negative impact on Algerian women. She provides details such as the number of years that girls in Algeria have been without schools as evidence to show that imperialism is making life harder. Also, she provides stories about how much Algerian women benefited from the schools to persuade her audience that these women should have access to schools.

8. Explain the extent to which the document is a reliable source of evidence for understanding the impacts of imperialism on colonized people in the 19th and 20th century. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.
This is a somewhat reliable source of evidence for understanding the impacts of imperialism on colonized people because while Auclert discusses the closure of schools and the impact it had on the women, it only provides an idea of what imperialism was like in Algeria, not other places in the world.

Unit 6: Imperialism

What do images from the time period tell you about imperialism in the 19th & 20th Centuries?

From the Cape to Cairo / Udo Keppler (1902)
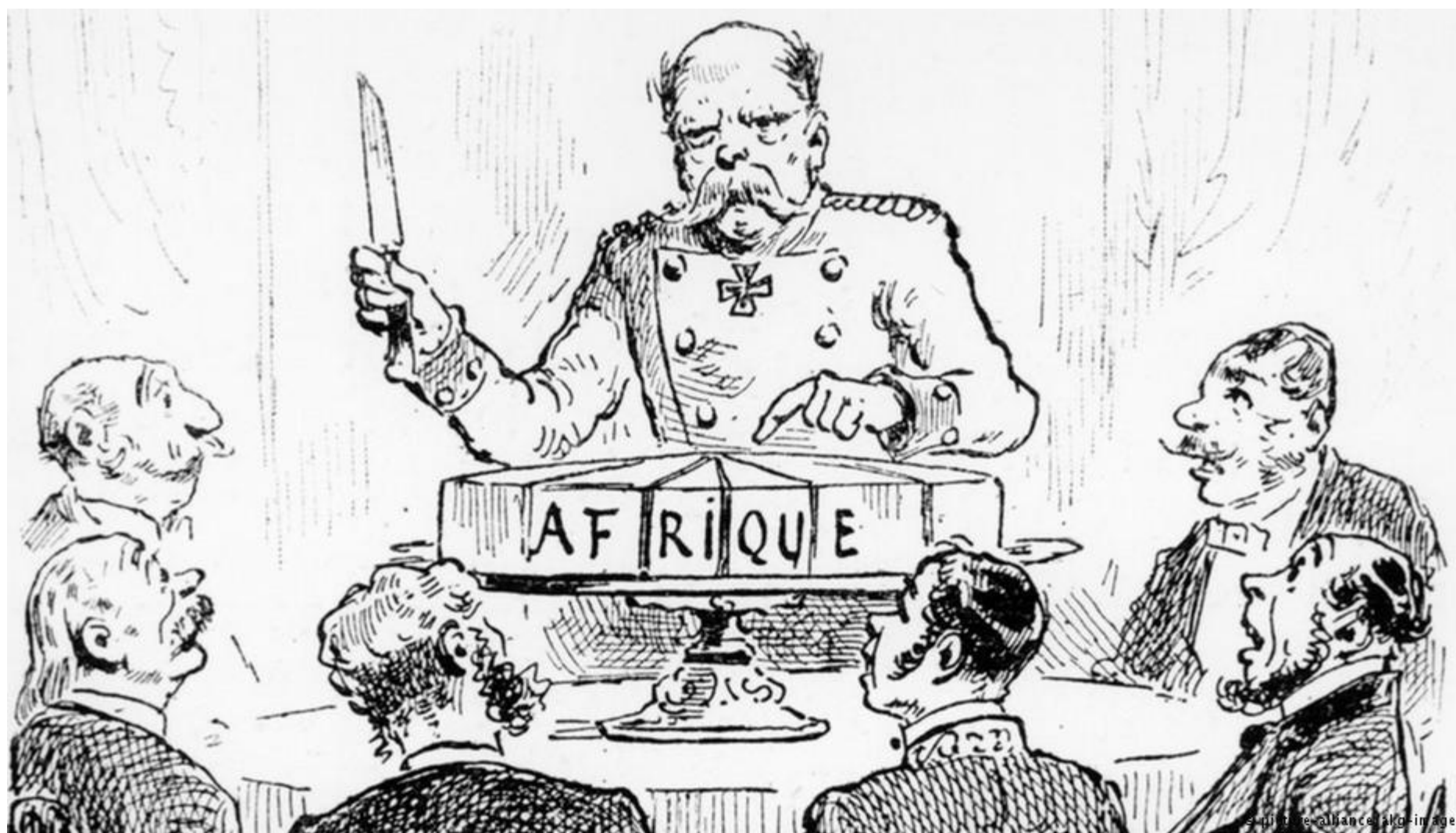
The Submission of King Prempeh: The Final Act of Humiliation, 1896
After taking the city of Kumasi in Ashanti, (in present-day Ghana), Governor Maxwell, from the United Kingdom compels King Prempeh and the Queen Mother to make an act of submission to him in accordance with Ashanti custom - they accordingly bend down in front of him and Sir Francis Scott and Colonel Kempster and clasp their legs.

British Raj: The life of a British Army officer during the early days of British rule in India
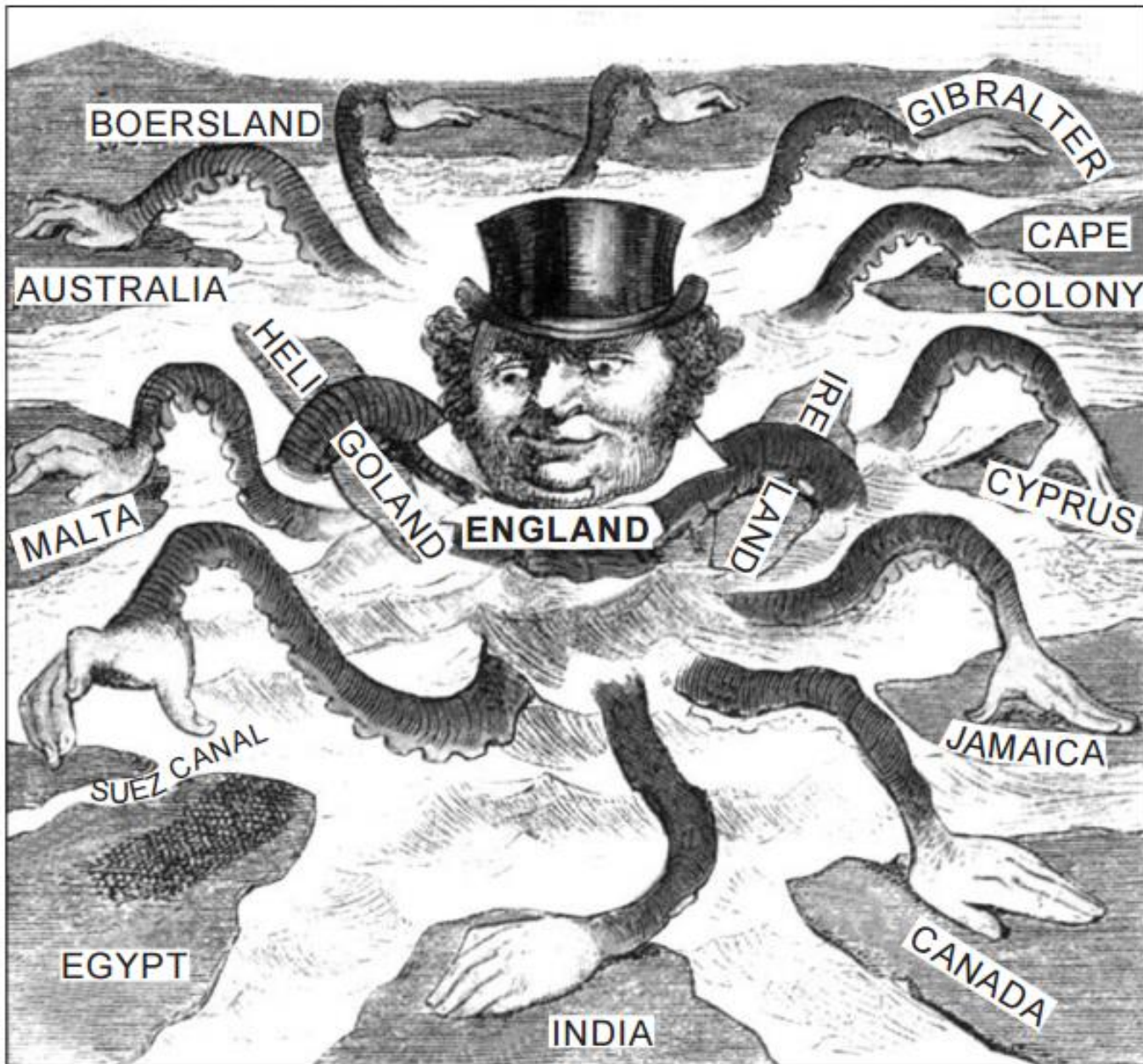
The Devilfish in Egyptian Waters
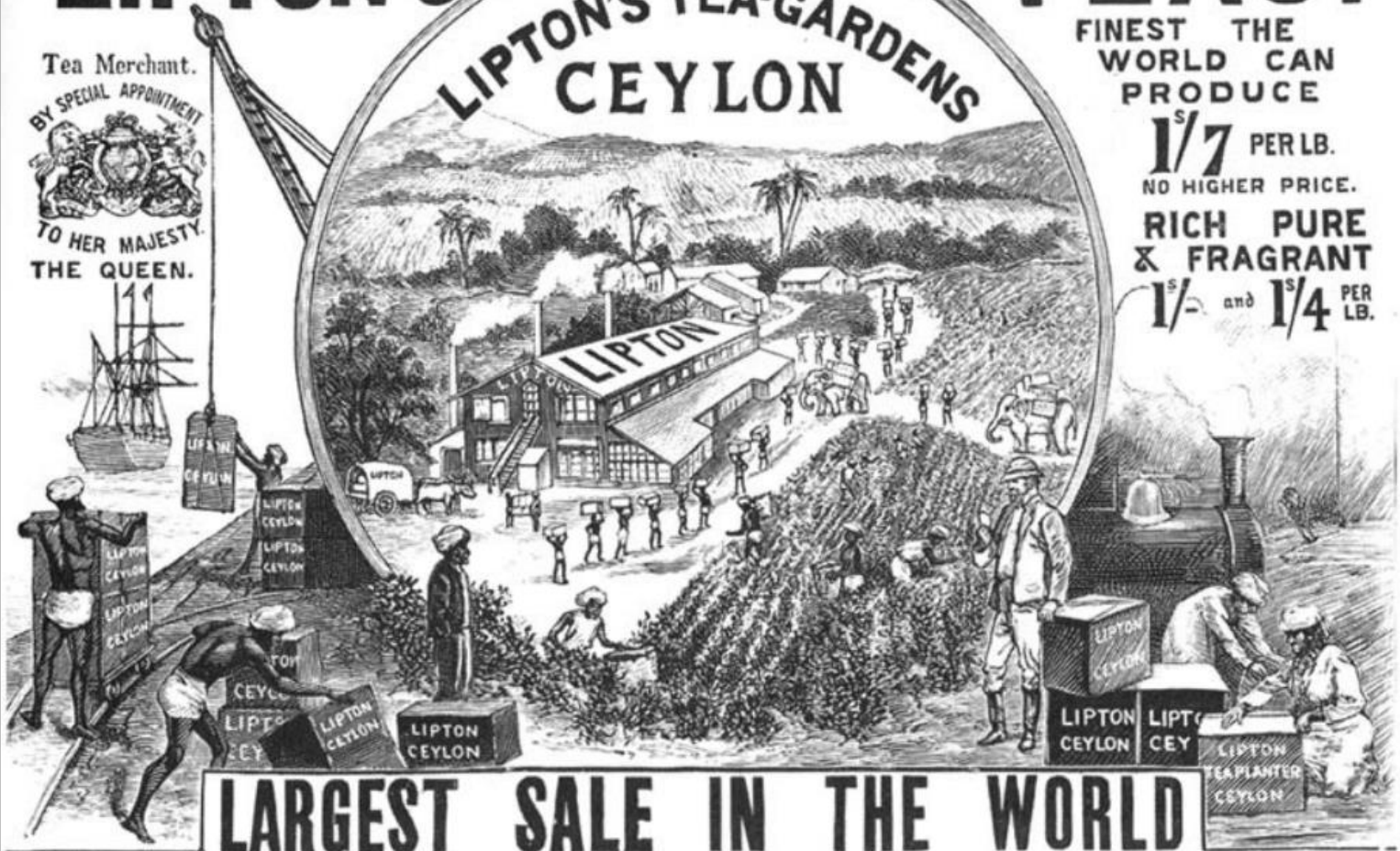
Tea was a major commodity exported from India to Britain. The British East India Company began tea production in the 1820s and in 1871 Thomas Lipton of Great Britain opened a tea shop that grew to over 200 shops. Because the cost of buying tea was too expensive for him, he purchased his own tea garden in Ceylon, an island near India that is now known as Sri Lanka. Instead of using a middleman, he packaged and sold what became known as Lipton tea. This gave birth to the slogan, "Direct from the Tea Gardens to the Teapot."
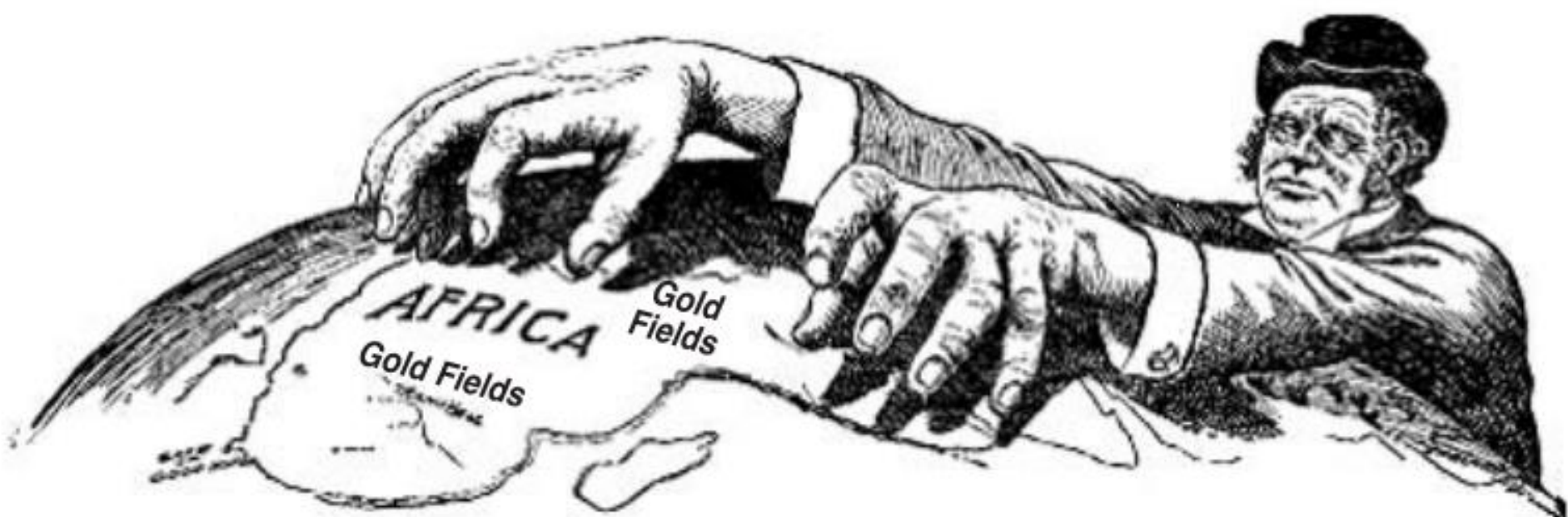
Source: http://www.boondocksnet.com (adapted)

The Rhodes Colossus Striding from Cape Town to Cairo, Punch Magazine
10 December 1892 by Edward Linley Sambourne
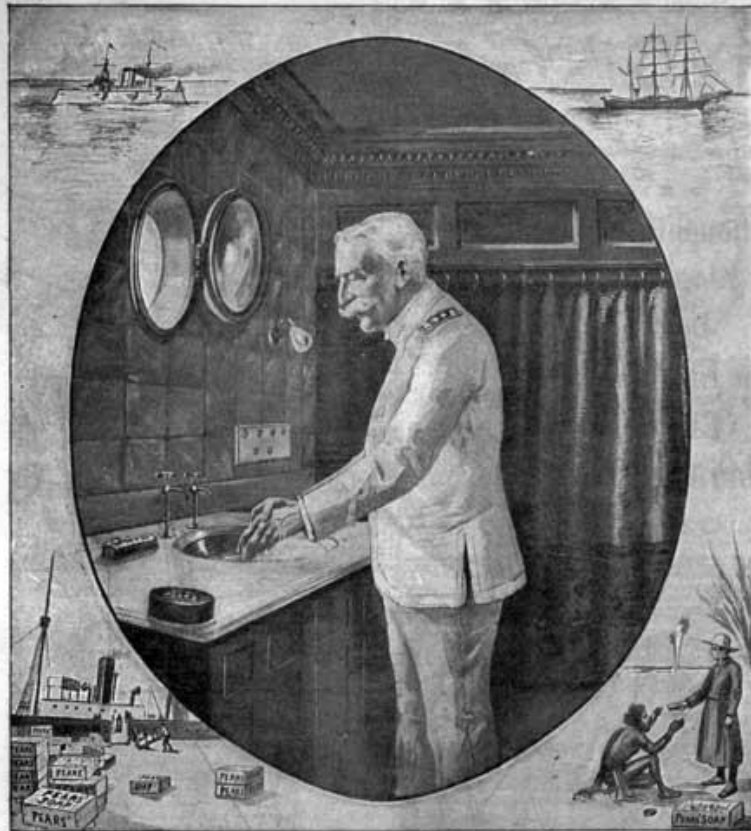
The first step towards lightening

The White Man's Burden

is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

All rights secured.

Pears' Soap Company, LIGHTENING THE WHITE MAN'S BURDEN (1899)

Pears soap was a soap brand that was introduced in Great Britain in 1807. Pears soap took on many marketing strategies led by Thomas Barratt who is considered "the father of modern advertising." While the soap began in Great Britain, other markets included the colonized societies of India, Sri Lanka, and Nigeria.

China -- the cake of kings and... of emperors" (a French pun on king cake and kings and emperors wishing to "consume" China). French political cartoon from 1898
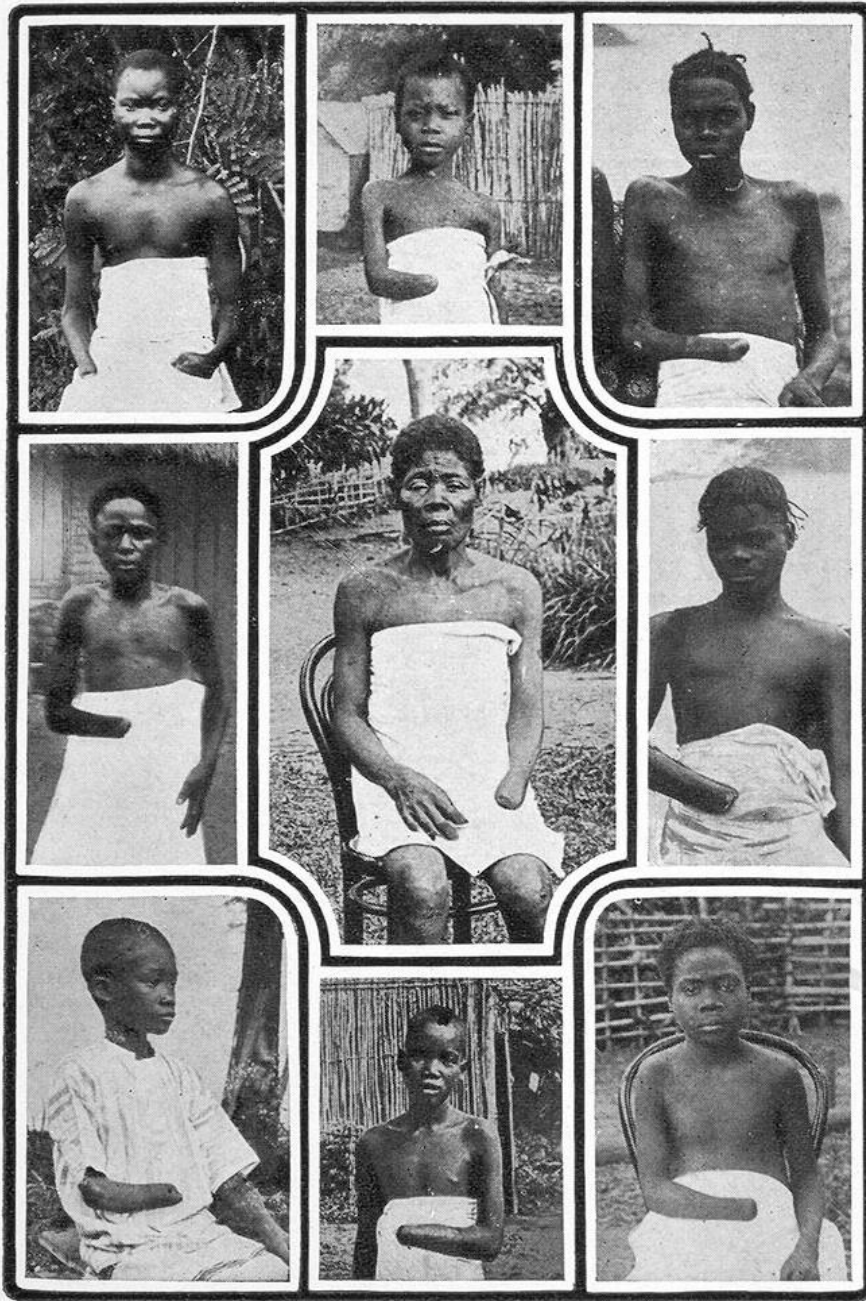
FROM PHOTOGRAPHS, CONGO STATE

"The pictures get sneaked around everywhere." — *Page 40.*

Photographs from the Congo Free State
Mutilated Congolese children and adults (c. 1900-1905) — in Belgian colonial Congo Free State which was a privately owned territory of Belgian King Leopold II. He had numerous rubber collection/production areas in the rainforest and on plantations where Africans were enslaved and forced to collect rubber. Rubber producers used cruel punishments against the Congolese people, including amputations for not gathering enough rubber.
From: King Leopold's Soliloquy: A Defense of His Congo Rule, By Mark Twain, Boston: The P. R. Warren Co., 1905, Second Edition.
Image is courtesy of Wikimedia Commons and is Public Domain.

The **photographs were published in a pamphlet written by Mark Twain (1835-1910),** an American writer, entitled *King Leopold's Soliloquy* published in 1905 that was critical of the Belgian King's rule of the Congo Free State. The Belgian government ran numerous rubber collection/production areas in the rainforest and on plantations where Congolese Africans were enslaved and forced to collect rubber. They suffered amputations for not gathering enough rubber.

The excerpt below was published in a pamphlet written by Mark Twain (1835-1910), an American writer, entitled *King Leopold's Soliloquy* published in 1905 that was critical of the Belgian King's rule of the Congo Free State. The Belgian government ran numerous rubber collection/production areas in the rainforest and on plantations where Congolese Africans were enslaved and forced to collect rubber.

It is a majestic thought: that this, this ghastliest episode in all human history is the work of man alone; one solitary man; just a single individual--Leopold, King of the Belgians. He is personally and solely responsible for all the myriad crimes that have blackened the history of the Congo State. He is the sole master there; he is absolute. He could have prevented the crimes by his mere command; he could stop them today with a word. He withholds the word. For his pocker's sake. [...] it is a mystery, but we do not wish to look; for he is king, and it hurts us, it troubles us, by ancient and inherited instinct ot shames us to see a king degraded to this aspect, and we shrink from hearing the particulars of how it happened. We shudder and turn away when we come upon them in print.

IN THE RUBBER COILS.

Scene—The Congo "Free" State.

In The Rubber Coils. Scene - The Congo 'Free' State (1906)

Famine in India 1876-78

Child born of Famine-Stricken Mother - age 3 mo: Weight 3 lb.

Willoughby Wallace Hooper (1834-1886) was an English military photographer who is known for his photographs of Indians under the British Raj. Wallace documented the Great Famine of 1876-78. During this time, there was a drought which led to crop failures. The British colonial government decided to continue to export grain out of India while the famine continued. Between four and five million Indians died during this famine.

From the middle of the 19th century on, European women settled in colonial empires in Asia and Africa in greater numbers than they had in the past. One example of this in French Algeria was Hubertine Auclert, (1848-1914). She was a Parisian feminist writer and women's suffrage activist. Auclert lived in Algeria from 1888 to 1892 and published an important work in 1900 on Algerian women entitled *Les Femmes Arabes en Algérie* (Arab Women in Algeria).

[From "Women and Algeria", November 22, 1896]
Instead of encouraging education for Arab girls in Algeria, the French administration has closed the schools that existed prior to the [1830] conquest, allowed conservative Muslim men to shut down those schools for girls that were established after the conquest, and thus the capital of Algeria has not had a single [academic] school for native girls for thirty-five years. When the rector of the Academy of Algiers, Monsieur Jeanmarie, opened a class where young Arab girls could receive education, these girls proved so prodigiously intelligent that the French became alarmed. The French said that these young girls when they graduate from school would no longer want to stay at home in seclusion.

Source: Clancy-Smith, Julia. "A Woman Without Her Distaff: Gender, Work, and Handicraft Production in Colonial North Africa." In A Social History of Women and the Family in the Middle East. Edited by Margaret Meriwether and Judith Tucker. Boulder, Colorado: Westview Press, 1999. Documents from the Bibliotheque de la Ville de Paris, Fonds Bougle, Manuscrits Hubertine Auclert, "La Presse et le Feminisme, 1880-1914.": http://chnm.gmu.edu/wwh/p/180.html

Sir Frederick Lugard (1858-1945) was a British soldier, explorer of Africa, and colonial administrator who played a major role in British colonial efforts. He served as the Governor of Hong Kong (1907–1912), the last Governor of the Southern Nigeria Protectorate (1912–1914), the first High Commissioner (1900–1906) and last Governor (1912–1914) of the Northern Nigeria Protectorate and the first Governor-General of Nigeria (1914–1919). The excerpt below comes from a memoir written by Lugard at the end of his career in the British colonies and later became a handbook for others colonial administrators.

. . . Let it be admitted at the outset [beginning] that European brains, capital, and energy have not been, and never will be, expended [spent] in developing the resources of Africa from motives of pure philanthropy [goodwill]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native races in their progress to a higher plane; that the benefit can be made reciprocal [equivalent], and that it is the aim and desire of civilized administration to fulfill this dual mandate. By railways and roads, by reclamation [recovery] of swamps and irrigation of deserts, and by a system of fair trade and competition, we have added to the prosperity and wealth of these lands, and [have] checked famine and disease. We have put an end to the awful misery of the slave trade and inter-tribal war, to human sacrifice and the ordeals of the witch-doctor. Where these things survive they are severely suppressed. We are endeavoring [trying] to teach the native races to conduct their own affairs with justice and humanity, and to educate them alike in letters and in industry. . . .

Source: Lord [Frederick D.] Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1922, NYS Global Regents January 2006

Dadabhai Naoroji (1825-1917) was an Indian political leader. He lived most of his adult life in London where he had a business and was the first Indian to serve in the British Parliament, representing a section of London. The excerpt below comes from a speech given by Naoroji on February 15, 1871 to a Meeting at the Society of Arts in London an organization whose regular lecture series featured discussion of issues related to transportation, business, art, architecture, technology, housing, education, and urban and rural affairs. The society's members included British royalty, authors, and philosophers, who paid a yearly subscription that funded the organization's work which included initiatives to improve education in England.

An excerpt from "On the Commerce of India"

The Benefits of British Rule for India:

In the Cause of Humanity: Abolition of suttee and infanticide. Destruction of Dacoits, Thugs, Pindarees, and other such pests of Indian society. Allowing remarriage of Hindu widows, and charitable aid in time of famine. Glorious work all this, of which any nation may well be proud, and such as has not fallen to the lot of any people in the history of mankind.

In the Cause of Civilization: Education, both male and female. Though yet only partial, an inestimable blessing as far as it has gone, and leading gradually to the destruction of superstition, and many moral and social evils. Resuscitation of India's own noble literature, modified and refined by the enlightenment of the West.

Politically: Peace and order. Freedom of speech and liberty of the press. Higher political knowledge and aspirations. Improvement of government in the native states. Security of life and property. Freedom from oppression caused by the caprice or greed of despotic rulers, and from devastation by war. Equal justice between man and man (sometimes vitiated by partiality to Europeans). Services of highly educated administrators, who have achieved the above-mentioned results.

Materially: Loans for railways and irrigation. Development of a few valuable products, such as indigo, tea, coffee, silk, etc. Increase of exports. Telegraphs.

Generally: A slowly growing desire of late to treat India equitably, and as a country held in trust. Good intentions. No nation on the face of the earth has ever had the opportunity of achieving such a glorious work as this. I hope in the credit side of the account I have done no injustice, and if I have omitted any item which anyone may think of importance, I shall have the greatest pleasure in inserting it. I appreciate, and so do my countrymen, what England has done for India, and I know that it is only in British hands that her regeneration can be accomplished. Now for the debit side.

The Detriments of British Rule:

In the Cause of Humanity: Nothing. Everything, therefore, is in your favor under this heading.

The Crime of the Congo is a 1909 book by British writer and physician Sir Arthur Conan Doyle (1859-1930) about life for Africans in the Congo Free State under the rule of King of the Belgians, Leopold II.

There are many of us in England who consider the crime which has been wrought in the Congo lands by King Leopold of Belgium and his followers to be the greatest which has ever been known in human annals. [...] There have been massacres of populations like that of the South Americans by the Spaniards [...]

I am convinced that the reason why public opinion has not been more sensitive upon the question of the Congo Free State, is that the terrible story has not been brought thoroughly home to the people[...]

Should he, after reading it, desire to help in the work of forcing this question to the front, he can do so in several ways. He can join the Congo Reform Association (Granville House, Arundel Street, W. C). He can write to his local member and aid in getting up local meetings to ventilate the question. Finally, he can pass this book on and purchase other copies, for any profits will be used in setting the facts before the French and German public [...]

Mr. Murphy [an American missionary] says: "The rubber question is accountable for most of the horrors perpetrated in the Congo. It has reduced the people to a state of utter despair. Each town in the district is forced to bring a certain quantity to the headquarters of the Commissary every Sunday. It is collected by force; the soldiers drive the people into the bush; if they will not go they are shot down, their left hands being cut off and taken as trophies to the Commissary. The soldiers do not care whom they shoot down, and they most often shoot poor, helpless women and harmless children. These hands — the hands of men, women and children — are placed in rows before the Commissary, who counts them to see the soldiers have not wasted the cartridges. The Commissary is paid a commission of about a penny per pound upon all the rubber he gets; it is, therefore, to his interest to get as much as he can."

Rudyard Kipling (1865-1936) was a British short-story writer, poet, and novelist. He was considered one of the most popular writers in Britain during the late 19th and early 20th centuries. In 1899, Kipling wrote the poem "The White Man's Burden: The United States and the Philippine Islands" in response to America's conquest of the Philippines after the Spanish-American War. The poem is commonly referred to as just, "The White Man's Burden" an excerpt of which is below.

Source: Rudyard Kipling, *The White Man's Burden: The United States and the Philippine Islands,* McClure's Magazine, 1899

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly
Bring all your hopes to nought.

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light:--
"Why brought he us from bondage,
Our loved Egyptian night?"

E.D. Morel (1873-1924) was a British journalist and politician. As a youth working at the shipping company, Elder Dempster, he learned about what was happening in the Congo Free State. Soon, he founded the Congo Reform Association. The Congo Reform Association gained the support of authors Mark Twain and Sir Arthur Conan Doyle. The excerpt below comes from a book entitled *The Black Man's Burden*, that was published in 1920.

It is [the Africans] who carry the "Black Man's Burden." [...] the white man has massacred the African in heaps. [...T]he white man has carved broad and bloody avenues from one end of Africa to the other.[...] For three centuries the white man seized and enslaved millions of Africans and transported them, with every circumstance of ferocious cruelty, across the seas. Still the African survived and, in his land of exile, multiplied exceedingly. [..W]hat the Maxim [machine gun] and the rifle, the slave gang, labor in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; what even the oversea slave trade failed to do, the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing.

[...T]here is no escape for the African. Its [Imperialism's] destructive effects [...] are permanent. In its permanence resides its fatal consequences. It kills not the body merely, but the soul. It breaks the spirit. It attacks the African at every turn, from every point of vantage. It wrecks his polity [government], uproots him from the land, invades his family life, destroys his natural pursuits and occupations, claims his whole time, enslaves him in his own home Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament [military weapons] …

[...] the African will go the way of the… Amerindian [indigenous people in the Americas], …the aboriginal Australian, and many more. And this would be at once a crime of enormous magnitude, and a world disaster. [...] That purpose is clear. It is to make of Africans all over Africa a servile race; to exploit African labor, and through African labor, the soil of Africa for their own exclusive benefit…

Why cannot the white imperial peoples, acknowledging in some measure the injuries they have inflicted upon the African, turn a new leaf in their treatment of him? For nearly two thousand years they have professed to be governed by the teachings of Christ. Can they not begin in the closing century of that era, to practice what they profess – and what their missionaries of religion teach the African? Can they not cease to regard the African as a producer of dividends [profits] for a selected few among their number, and begin to regard him as a human being with human rights?

William Digby (1849-1904) was as a British journalist. He worked as the editor of *Madras Times* in 1877. Digby witnessed the Great Famine of 1876-78 while in India and got involved with humanitarian efforts to provide relief. Digby was critical of the British Raj, and in particular, of its response during the famine. In 1878, he wrote an extensive monograph called *The famine campaign in Southern India, Madras and Bombay Presidencies and Province of Mysore*. The image below depicts bags of grain collected by the British in India for export during the Great Famine.

GRAIN BAGS ON MADRAS BEACH, February 1877.

Source: William Digby, *The famine campaign in Southern India, Madras and Bombay Presidencies and Province of Mysore*, 1876-1878, Longmans, Green, and Co, 1878

Cecil Rhodes (1853-1902) was a British businessman who became wealthy by buying gold and diamond mines in South Africa. In the late 1800s, his company, De Beers, owned 90% of the world's diamond supply and continues to play a major role in the industry in the 21st century. Later in life, Rhodes became the Prime Minister of the Cape Colony. He wrote "Confessions of Faith" when he was 23 years old. It was a document that he wrote for himself and that he shared with some people that he thought were like-minded. He never formally published it.

It often strikes a man to inquire what is the chief good in life; to one the thought comes that it is a happy marriage, to another great wealth, and as each seizes on his idea, for that he more or less works for the rest of his existence. To myself thinking over the same question the wish came to render myself useful to my country...I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings what an alteration there would be if they were brought under Anglo-Saxon influence, look again at the extra employment a new country added to our dominions gives. I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. Added to this the absorption of the greater portion of the world under our rule simply means the end of all wars...Africa is still lying ready for us it is our duty to take it. It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race more of the best the most human, most honourable race the world possesses.

To forward such a scheme what a splendid help a secret society would be a society not openly acknowledged but who would work in secret for such an object.

Let us form the same kind of society [as] a Church for the extension of the British Empire. A society which should have members in every part of the British Empire working with one object and one idea we should have its members placed at our universities and our schools and should watch the English youth passing through their hands just one perhaps in every thousand would have the mind and feelings for such an object, he should be tried in every way, he should be tested whether he is endurant, possessed of eloquence, disregardful of the petty details of life, and if found to be such, then elected and bound by oath to serve for the rest of his life in his County. He should then be supported if without means by the Society and sent to that part of the Empire where it was felt he was needed.

Causes
Reason #1. Industrial Revolution and the Birth of Capitalism
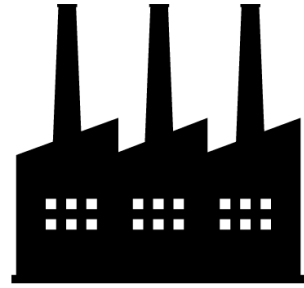
- ***How might the following 5 causes have enabled European countries to dominate other countries or regions?***

The **Industrial Revolution** was the period in which the production of goods shifted from hand production methods to complex machines. During the Industrial Revolution, **capitalism**, an economic system with the goal of generating profit and wealth took root. Industrialized nations sought to increase their profit, wealth, and power.

In order to continue industrializing and turning a profit, industrialized European nations needed many things, but two main needs were located outside of Europe. The first need was **raw materials**. Raw materials like coal, cotton, iron, oil, rubber, and other metals are used to produce manufactured goods. Without these raw materials, factories cannot produce goods and cannot turn a profit. Some of the raw materials that European factory owners wanted were available in European nations but not in the quantity and at the price they wanted and some materials were only available outside of the continent. As a result, industrialized nations looked to other regions for raw materials. The second need created by the Industrial Revolution was the need for reliable **markets**. A market is an area or arena where goods can be bought and sold. Factories in Europe produced finished goods quickly and wanted more people to buy them. To get more customers, so they could make more money, industrialized European nations sought people in other markets to buy the excess supply of their goods.

Causes

Reason #2. Nationalism

Nationalism is a strong feeling of pride in one's country. During the 19th century, this sense of pride often came from believing that one's nation far surpassed other nations in economic success and political might.
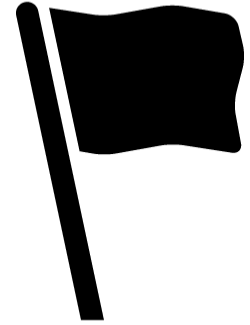
Reason #3. Social Darwinism

Social Darwinism was a theory that was popular in European nations in the late 19th and early 20th centuries. This theory was based on the work of **Charles Darwin** (1809-1882), an English scientist who is best known for developing a **theory of natural selection** to describe how species change over time. Social Darwinists applied this theory to human societies and argued that people were engaged in a **competition or "struggle for survival"** in which the weakest people and nations would be destroyed and dominated while the strong grew in power and influence. Herbert Spencer, one of the most vocal promoters of Social Darwinism, created pseudoscientific ideas [ideas that were thought to be based on the scientific method, but were later disproven] about **inferiority** based on skin color. People were **classified** into races and the domination of non-white people by white people was seen as natural because of the supposed superiority of white people. Social Darwinists argued that by bringing the benefits of European culture, Christianity, and capitalism to "inferior" people that they were saving those people from themselves.

Causes

Reason #4. Christianity

Since 16th century European expansion into the Americas, Catholic **missionaries** believed that it was their **moral duty** to spread Christianity and convert the "heathens" who practiced other religions. In the 19th and 20th centuries, Catholic and Protestant missionaries believed they were saving non-European people from a life of eternal damnation in Hell.

Causes
Reason #5. New Innovations

Watch [this excerpt of the Crash Course World HIstory video entitled "Imperialism" (3:39-6:22, 7:16-8:03)](#) and read the text below.

Though Europeans had trading posts on the coasts of Africa and Asia starting in the 15th and 16th centuries, they were unable to move into the interior of either continent because of resistance from the people who lived there and disease. In Africa especially, large percentages of Europeans were killed by malaria and yellow fever, two diseases spread by mosquitoes. European horses, the main vehicle for European conquest of the Americas in the 16th century, died from nagana, a disease spread by the tsetse fly in Africa. Unlike Native Americans, who did not have weapons to match the Europeans, Africans had weapons that matched European technologies until the 19th century, so Europeans who tried to fight African groups were usually unsuccessful. As a result, Europeans did not venture far into Africa.

In the 19th and 20th centuries, three innovations made it possible for Europeans take over nearly all of Africa and much of Asia: **steamships, quinine, and the machine gun**. **Steamships,** first invented in the early 1800s, had the ability to quickly travel up rivers, making it possible for Europeans to avoid direct confrontation with indigenous people and saved them from having to use horses that fell victim to disease. **Quinine** was the second innovation. It is a medicine that was developed in the early 1800s and was effective in lessening the effects of malaria, making it possible for Europeans to occupy malarial areas of Africa and Asia. Finally, European weapons technology evolved during the Industrial Era. Factories created more accurate and easy to use weapons that were produced quickly. The **first machine gun**, called the Maxim gun was a decisive innovation in warfare in the 19th century. The gun could fire 600 rounds per minute and swivel 360 degrees. Indigenous African and Asia armies did not have the firepower to compete with a weapon like the Maxim machine gun.

Unit 6: Imperialism: Causes

- Europeans wanted <u>raw materials</u>/<u>natural resources</u> (coal, tin, iron) to make goods in their factories & to sell to <u>new markets</u>

- <u>Nationalism</u>: competition bet. Europeans (prestige of an Empire) & to place <u>naval bases</u>

- <u>Social Darwinism</u>: idea that it was natural for strong countries (Europeans) to take over weaker countries (nations in Africa &Asia)

- " <u>White Man's Burden</u> "- racist poem that encouraged Europeans to civilize (help improve) the people that they took over by teaching them European customs & religious beliefs (like Christianity). The poem referred to the people of Asia &Africa as "half devil" & "half child."

CRIMPS

Cheap labor:

Resources:

Idealism:

Markets:

Pride:

Strategic location

Rudyard Kipling, *The White Man's Burden* (1899)

Born in British India in 1865, Rudyard Kipling was educated in England before returning to India in 1882, where his father was a museum director and authority on Indian arts and crafts. Thus Kipling was thoroughly immersed in Indian culture: by 1890 he had published in English about 80 stories and ballads previously unknown outside India. As a result of financial misfortune, from 1892-96 he and his wife, the daughter of an American publisher, lived in Vermont, where he wrote the two Jungle Books. *After returning to England, he published "The White Man's Burden" in 1899, an appeal to the United States to assume the task of developing the Philippines, recently won in the Spanish-American War. As a writer, Kipling perhaps lived too long: by the time of his death in 1936, he had come to be reviled as the poet of British imperialism, though being regarded as a beloved children's book author. Today he might yet gain appreciation as a transmitter of Indian culture to the West.*

Take up the White Man's burden--
Send forth the best ye breed--
Go, bind your sons to exile
To serve your captives' need;
To wait, in heavy harness,
On fluttered folk and wild--
Your new-caught sullen peoples,
Half devil and half child....

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine,
And bid the sickness cease;
And when your goal is nearest
(The end for others sought)
Watch sloth and heathen folly
Bring all your hope to naught....

Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To cloak your weariness.
By all ye will or whisper,
By all ye leave or do,
The silent sullen peoples
Shall weigh your God and you....

Burden n.- responsibility
Breed v.- raise, give birth to
Harness n. – gear on an animal
Flutter v. – flap, move quickly
Sullen a. - sad and silent

NEW IMPERIALISM

Economic Causes
- Need for natural resources
- Desire to expand markets
- Desire to invest profits
- Outlet needed for growing populations
- Economies strengthened by Industrial Revolution

Political and Military Causes
- Bases needed for merchant and naval vessels
- National security
- Nationalism
- Prestige of global empire
- Strong, centrally-governed nation-states

Social Causes
- Desire to spread Christianity
- Desire to share Western civilization
- Belief in Social Darwinism
- Increased European self-confidence

Technological Causes
- Medical knowledge
- Advances in weaponry
- Advances in overseas travel

Imperialism in India

- India was taken over by Great Britain & ruled for almost 200 years

- **"Jewel in the Crown"** of British Empire (wealth & profit!)

- **British East India Company** controlled 3/5 of India & hired **Sepoys**- Indian soldiers to protect its interests & defend India

- B.I.EC. industrialized & westernized India, but most benefitted British colonists

- Indians resented British rule, so they fought to gain independence

- **RESISTANCE; Sepoy Mutiny** 1857-1859: violent rebellion (sparked by pork/greased rifles).
  - India tried (but failed) to gain independence from Britain. 100k killed
  - British gov't took direct command of India & Queen Victoria empress of India

- INC (Indian National Congress) formed 1885, & began to push for moderate reforms

this video entitled "Sepoy Mutiny-Revolt of 1857,

How did the British gain, consolidate, & maintain power in India?

Think Like a Geographer

Introduction

→ Directions: Examine the maps below and complete the See-Think-Wonder chart.

South Asia in 1648 | South Asia in 1789 | South Asia in 1837 | South Asia in 1914

See	Think	Wonder
What do you see in the maps?	What do you think changed in India from the 17th to 20th centuries?	What questions do you have about the information in the maps?

What was the historical context for British imperialism in India?

A map of the British Empire in 1921 when it was at its height. Its dominance of India started in the 1600s.

The **British East India Company,** was granted a contract by Queen Elizabeth I of England on December 31, 1600, that allowed them to trade with India and the surrounding areas. The goal was to make money for the company's shareholders and in 1608, the company established its first trading post in India.

In the 1600s, the Mughal Empire, led by Emperor Jahangir, was in control of India. The Mughals prefered to work with the British over the Portuguese, who had sent their own trading ships to India. The British defeated the Portuguese in a naval battle in 1612, making them the most important European traders in India. As a result, the Mughal emperor signed a treaty that gave the British rights to live and build trading forts in Indian coastal cities. By 1647, the company had twenty-three posts and ninety employees in India. In 1634, the Mughal emperor extended his hospitality to the English traders to the region of Bengal, and in 1717 completely waived taxes on their trade. The company's main businesses were in cotton, silk, indigo, saltpeter, and tea.

1. What was the British East India Company? What was their goal in India? What did they trade?	2. How were the British initially treated by the Mughal government in India?

Around 1670, King Charles II of England gave the British East India Company rights to run their territories in India as they saw fit. He gave them the power to mint money, command fortresses and troops, form alliances, make war and peace, and to enforce laws in the areas they controlled. With the freedom to manage its military affairs, the company rapidly raised its own armed forces in the 1680s. They hired local Indian soldiers, known as Sepoys, to fill most of the posts. By 1689 the company was arguably a "nation" in the Indian mainland, independently controlling and managing the areas of Bengal, Madras, and Bombay, and possessing a formidable and intimidating military strength.

In 1757, the British East India Company turned from a trading organization with an army to protect its business to an imperial force that expanded its power and territory. For example, the company went to war with the Nawab of Bengal and took control of the region. Bengal came directly under the rule of the East India Company and the area's wealth went to the company instead of the people who lived there. Bengali farmers and craftsmen were forced to work for the Company with little payment, while the Company increased their taxes. The British East India Company continued its expansion through military conquest and treaties through the mid-1800s.

3. What rights did King Charles grant the British East India Company in the 1670s? How did this change the Company's role in India?	4. Based on the situation in Bengal, what effects did British East India Company rule have on Indians?

Industrialization Changes British Interest in India

The Industrial Revolution in Great Britain sparked a new desire for colonies to supply raw materials for British factories. India was known for its cotton and crops like indigo that are used to make cloth and was a major source of raw materials for British textile factories. In addition, factory owners wanted new groups of people to sell their manufactured goods to for a profit. Industrialists hoped that India, with its large population, would be a profitable new market.

5. How did the Industrial Revolution in England change British interest in India?

The British Government Takes Direct Control of India (1858-1947)

As a result of a two-year long revolt called the **Sepoy Rebellion** (more on this in a later lesson), in which Indian soldiers working for the British East India Company rebelled against them, the British government took control of the lands that the Company once ruled, making India an official colony of Great Britain. The British government exiled the last Mughal emperor and shot his sons. Cultural and religious centers were closed down, properties and estates of those participating in the uprising were confiscated. The British transformed the colonial government to a British model. British attitudes toward Indians shifted from relative openness to racism and British families and their servants lived in military homes at a distance from Indian settlements. The British took a more direct role in industry and agriculture as well, controlling what and how much was produced for the benefit of the British government, usually at the expense of Indian workers and farmers.

In the 19th and 20th centuries, Great Britain had the largest empire in the world. It was said that the British Empire was so expansive that the "sun never set" on it because it had so many colonies that no matter what time it was, part of the empire was lit with daylight. India was referred to as the "jewel of the empire" because it was the most populous and profitable British colony.

6. What were the effects of the Sepoy Rebellion?

Document Analysis Activity: How did the British gain, consolidate, and maintain power in India?

Event: *British Imperialism in India*

Who?
individuals, groups of people, regions, nations involved

_____

When?
date, year, era, "before ___," "after ___"

_____

Where?
continents, regions, countries, geographic features nearby, describe the geography if relevant

How?
describe the process that took place

_____

Why?
use words and phrases like "led to," because, and so to show connections between events and to explain why

_____

Combined Contextualization:
Why did it happen **when** and **where** it happened?
Combine your responses from above to contextualize the event.

_____

Event: *British Imperialism in India*

Who?
individuals, groups of people, regions, nations involved

British East India Company, British Government, Mughal Empire, Emperor Jahangir, Sepoys, King and Queen of England

When?
date, year, era, "before __," "after __"

1600- 1858- East India Company, 1858-1947 British Raj

Where?
continents, regions, countries, geographic features nearby, describe the geography if relevant

India and surrounding regions

How?
describe the process that took place

The British made agreements with the Mughal Empire that allowed them to trade, then expanded their power and territory using military force including employing Indians, they also used the telegraph and railroad to keep control by quickly responding to uprisings

Why?
use words and phrases like "led to," because, and so to show connections between events and to explain why

To get raw materials for factories and to gain profit from selling finished goods to Indians

Combined Contextualization: Why did it happen **when** and **where** it happened?
Combine your responses from above to contextualize the event.

The British colonized India starting in 1600 because of the desire to make a profit, first from the British East India Company and later the British government. India was known for its cotton, dyes, and textiles, which the British wanted to sell in Europe. The British East India company made an agreement with the Mughal Empire so they could trade in India, but they expanded their power and territories to take over the entire region. Because of the Industrial Revolution, the British wanted more control, more resources, and to sell their goods to Indians to make more money, so after a failed rebellion, the British government took over India in 1858.

Document Set 1

The British used their military might and advanced technology to conquer and keep control of most parts of India. The British Indian Army was made up of roughly two-thirds Indian soldiers hired to defend the British East India Company and later the British government's interests, and just one-third British soldiers. The British held the highest positions in the military.

With the addition of the Maxim Gun, the first widely used machine gun, the military was nearly unstoppable. The gun could fire bullet after bullet without reloading and could swivel from side to side.

Illustration of British Indian Army soldiers and their British commander, 1896.

Maxim machine gun mounted on a Dundonald gun carriage, ca. 1890.


British Indian Army soldiers, 1895.

Document Set 2

An enduring monument to British imperialism in India is the Indian railway system, which at the time of independence in 1947 had more track mileage than that of any European state and less than only the United States, Canada, and the Soviet Union. The first railway track was laid in India in 1850, and by 1915 India had better than forty thousand miles of track and approximately one hundred million railroad passengers per year. Indian railway building was supported by several powerful groups: British cotton manufacturers, for whom railways were a cheap and efficient way to get cotton to the coast for shipment to England; British industrialists, who supplied India with most of its rails, locomotives, moving stock [railroad cars], and equipment; colonial officials, who saw railroads as a way to move troops quickly to trouble spots and an essential part of the Indian postal system; and millions of Indians, who, rather to the surprise of the British, took to rail travel with great alacrity [enthusiasm]....

ailroads Built During British Rule

Railroads
— Broad Gauge
— Meter Gauge and Narrow Gauge
-·-·- Borders
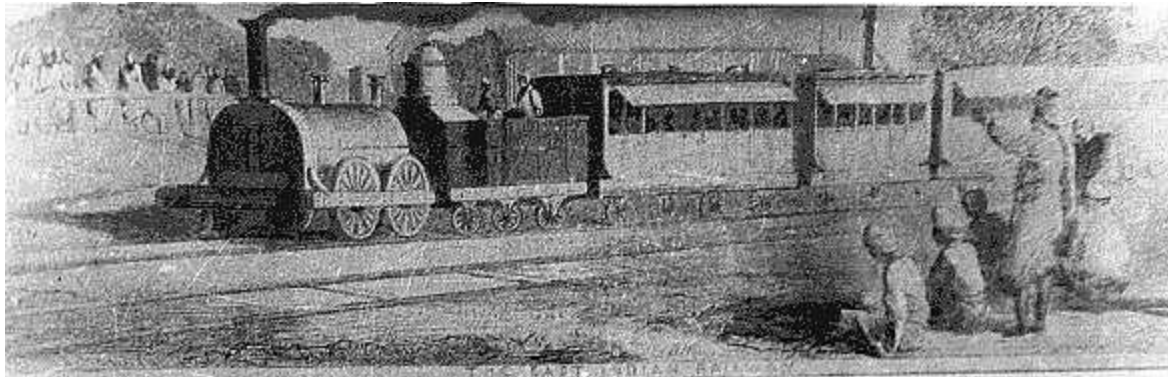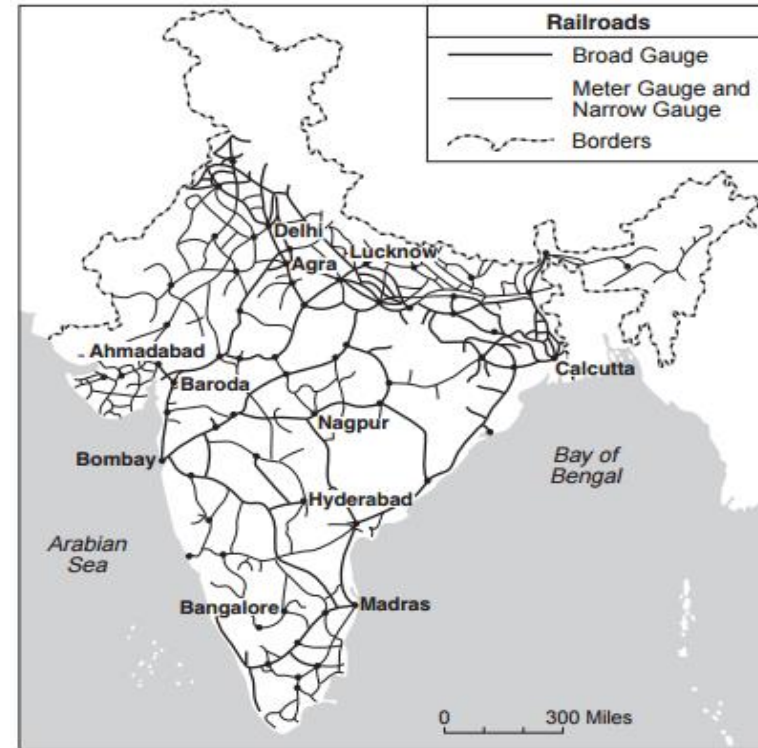
Above : The first railway train on the East Indian Railway. (Reproduced by courtesy of 'The Illustrated London News').

The first railway train on the East Indian Railway, 1854. The Illustrated London News.

Document Set 3

In what is sometimes called the "Second Industrial Revolution," telecommunications technology advanced in the mid-late 1800s and early 1900s. The telegraph was invented, making it possible to communicate with people far away in very little time. At first, these technologies were only used for governmental and commercial reasons. The telegraph was integral to British control in India. The British put up lines all over the country connecting their military posts so they could relay information about needed supplies or emergencies. Before the telegraph, a message could only travel as fast as a train. With the telegraph, a message about a riot, for example, could be communicated while it was in progress and soldiers could be sent quickly to stop the revolt and gain control once again.

Map of the All Red Line as drawn in 1902 or 1903. The All Red Line was a telegraph line put up by the British government to connect all of its colonies around the world. It was submerged underwater for transoceanic connections.

The progress of the century - the lightning steam press, the electric telegraph, the locomotive, [and] the steamboat.

Document Set 4

The British East India Company's interest in India was commercial and under the British government, making money remained an important goal. The textile industry, in particular, made the British government and British companies very wealthy. They used Indian labor to grow and harvest the raw materials they needed to make cloth, like cotton to make the yarn, and plants like indigo to make dye. The British forced Indian farmers to grow "cash crops" like these instead of food that could be used to feed local populations. Later, when famine hit India those policies were identified as one of the possible causes.

The raw materials were then sent back to Britain and made into finished clothing. The British brought the manufactured goods back to India and sold them to Indians to make a profit. Indian businesses could not compete with cheap British-made goods so they closed down and the British were the only suppliers. The Indian economy was devastated by the effects of British manufacturing dominance. Before British rule, India produced about 17% of the world's Gross Domestic Product (GDP), but afterwards, it was less than one percent.

Document Set 4

Parker Thomas Moon (1892-1936) was an American political scientist who was a professor at Columbia University. The following excerpt is from a book he wrote entitled, *Imperialism and World Politics.*

. . . First and foremost among the active imperialist groups come certain business interests. Not the whole so-called "capitalist class," as many an earnest Socialist would have us believe, but only a minority of business interests are directly interested in imperialism. They are easily identified. To begin with, there are the exporters and manufacturers of certain goods used in colonies. The following figures of English exports to India tell the story.

English Exports to India (Average 1920–1922)

Cotton goods and yarn £53,577,000
Iron and steel, tools, machinery, and locomotives 37,423,000
Wagons, trucks, and automobiles 4,274,000
Paper 1,858,000
Brass goods. 1,813,000
Woolens 1,600,000
Tobacco 1,023,000
No other item over £1,000,000. . . .

Resistance to Imperialism: Sepoy Mutiny

Based on the following readings, do you think the Sepoy Rebellion move Indians closer to or further away from independence? Provide <u>evidence</u> to support your claim & explain how your evidence supports your claim (<u>your reasoning</u>).

The Sepoy Rebellion, also known as India's First War of Independence, the Great Rebellion, the Indian Mutiny, the Revolt of 1857, and the Indian Rebellion of 1857, was a revolt of soldiers employed by the British East India Company against the Company. The rebellion was a major turning point in colonial India. As a result, the British government replaced the Company as the rulers of India and India became an official colony of Great Britain.

Since the 1600s, the British East India Company had operated trading posts in India and employed Indian soldiers, known as sepoys, to protect the Company's interests. The Company's influence and power in India grew over the next two centuries. They took control of land through military conquest and by the 1700s could arguably have been considered a "nation" within India.

1. Who were the sepoys?	2. What was the role of the British East India Company in India?

Long-Term Causes of the Sepoy Rebellion

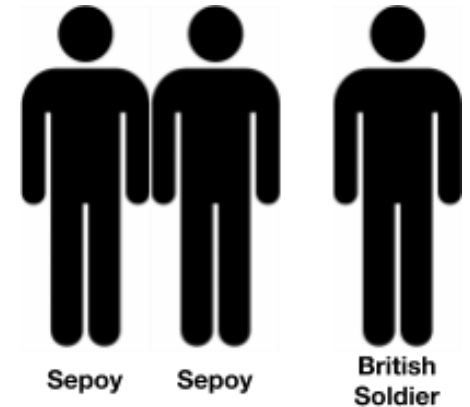| Expansion of British Power in India	Westernization	Sepoys Outnumbered British Troops
British Indian Army soldiers, 1895. Image is courtesy of wikimedia commons and is in the public doma	Photograph of Indian physicist, Satyendra Nath Bose, 1925. Image is courtesy of wikimedia commons and is in the public domain	Sepoy Sepoy British Soldier
The British East India Company took control of a large amount of India through force and through treaties that Indian princes who had no choice but to sign. Whenever possible the British replaced India rulers with British officials.	Westernization, the process of changing a culture to be more "western" or European/American, was promoted by the British in India. They proposed changes to laws regarding Hinduism and the caste system, introduced a British education system, and British fashions became popular.	The British held all of the positions of power in the British East India Company, but they were not the majority of the Company's soldiers. Two out of three soldiers working for the Company were Indian.

Short-Term Causes of the Sepoy Rebellion: The Spark

The immediate cause for the revolt was the introduction of the new Enfield rifle to the British Indian Army. To load it, the sepoys had to bite off the ends of lubricated cartridges that held the gunpowder for the rifle. A rumor spread among the sepoys that the grease used to lubricate the cartridges was a mixture of pigs' and cows' lard. This was a problem because it was a violation of Hindu and Muslim religious practices to have contact with pig (Muslims) and cow (Hindu) products. There is no conclusive evidence that either of these materials was actually used on any of the cartridges in question. However, the perception that the cartridges were tainted added to the larger suspicion that the British were trying to undermine Indian traditional society. For their part, the British did not pay enough attention to the growing level of sepoy discontent. Disrespected, the soldiers reacted by arming themselves against their commanders, killing many of them, and taking control of military compounds and weapons.

Explain what led to the start of the Sepoy Rebellion.

The Rebellion: Why were the sepoys unsuccessful?

At first, the sepoys successfully took control of a number of Indian cities including Delhi, but their lack of organization and lack of widespread support in the face of the British colonial system was not enough to retain control of India and drive out the colonizers. The sepoys did not have a clear leader or a command structure. Instead, they fought independently to defend the areas they controlled from the British. They also struggled to gain widespread support from Indians because of religious division. For example, when one of the leaders of the rebellion, a Muslim named Bahadur Shah Zafar declared himself Emperor of India, Sikhs from the Punjab region of India who had fought against Islamic rule under the Mughals refused to support him. In addition, the sepoys were only able to get support from some regional princes. Others, who had comfortable positions under British rule, supported the East India Company. Eventually, British reinforcements arrived with new supplies and weapons like siege guns needed to defeat the sepoys encamped in cities. The last rebels were defeated in Gwalior on June 20, 1858 and the warring parties signed a peace treaty on July 8, 1858 ending the war.

Identify and explain three reasons why the sepoys were unable to free India from the British.
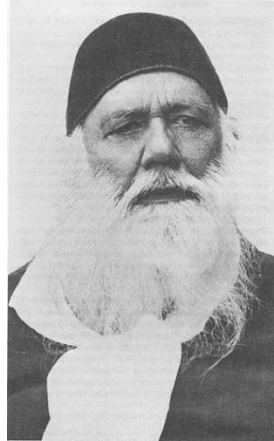
Effects of the Sepoy Rebellion

British Government Takes Control in India	Representation for Indians, but Little Power	Continued Modernization and Westernization of India

Picture of Queen Victoria of England by Bassano, 1887, became the official ruler of India.
Image is courtesy of wikimedia commons and is in the public domain |

Photograph of Sir Syed Ahmed Khan, one of the Indian representatives on the Legislative Council.
Image is courtesy of wikimedia commons and is in the public domain |

British men and women posing for a photograph with Indian men. |
| As a result of their inability to control India, the British East India Company was replaced by the British government. India became an official British colony and was known as the "jewel in the crown" of the British Empire. The British government continued to administer India as the Company had, with strict control. They also exiled the last Mughal ruler and executed his sons. | The British realized that one of the reasons for the rebellion was that they did not consult with Indians on the policies they enacted in India. After 1861, an Indian-nominated group or representatives held seats in the Legislative Council, though they were "non-official members" and had little power. | The British continued the process of expanding their education system in India and public works programs (roads, railways, telegraphs, and irrigation). The British built up a communications and transportation network to prevent another rebellion like the one let by the sepoys. In addition, westernization continued, threatening traditional Indian society and the caste system. |

Imperialism in Africa

- King Leopold II of Belgium 1870s (aided by explorer Henry Morton Stanley) set up Congo colony & set off "**Scramble for Africa**"
    - Over 90% of Africa taken over by European countries who scrambled (raced) to take over the continent
    - Leopold profited around $1 billion & terrorized the Congolese (killing around 5 million)
- **1884, Berlin Conference**; set rules for diving Africa & clarified colonization process (NO Africans were present!)
    - Europeans drew borders w/ no regard for traditional/cultural borders
- **The Boer War** 1899-1902, Britain expanded in S. Africa by defeating Boers & formed the Union of South Africa
- **RESISTANCE:**
    - Zulus at first successfully defeated British, but then defeated.
    - Ethiopia , led by Menelik II defeated the Italians & remained independent (along w/ Liberia)
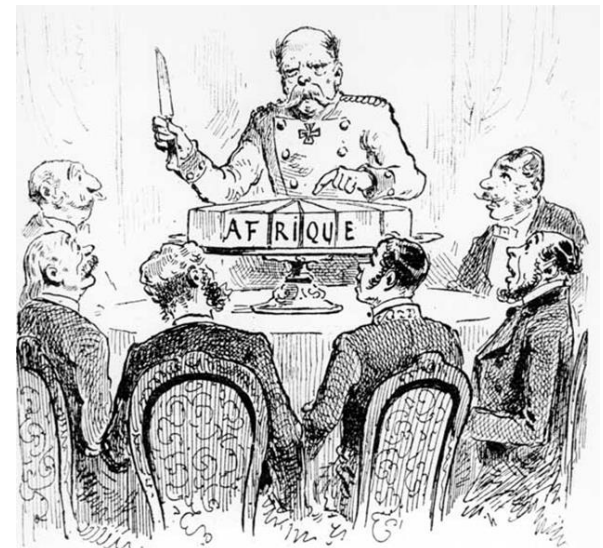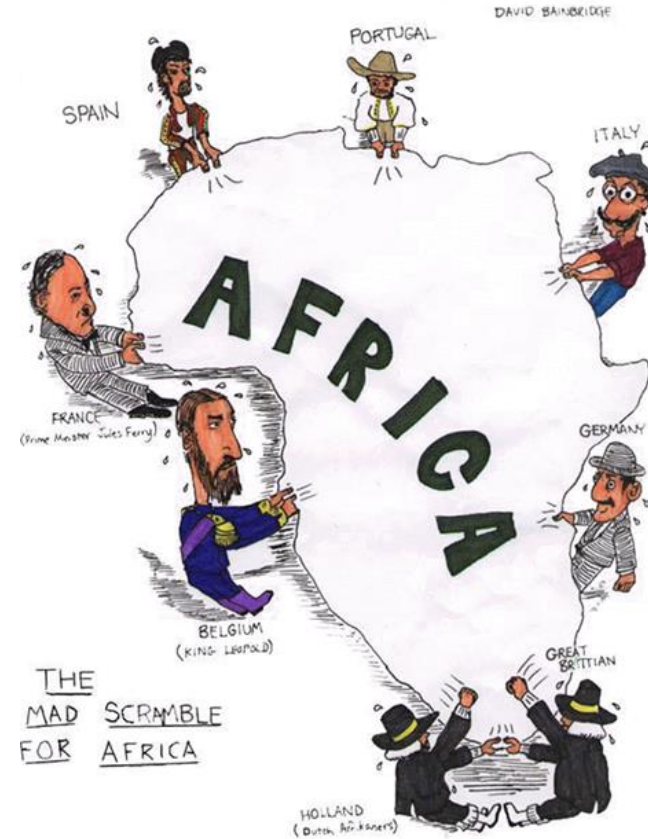
Scramble for Africa

What was the historical context for European imperialism in Africa and Southern Africa?

Event: *European imperialism in South Africa*

Who?
individuals, groups of people, regions, nations involved

_____

When?
date, year, era, "before __," "after __"

_____

Where?
continents, regions, countries, geographic features nearby, describe the geography if relevant

_____

How?
describe the process that took place

_____

Why?
use words and phrases like "led to," because, and so to show connections between events and to explain why

_____

Combined Contextualization:
Why did it happen **when** and **where** it happened?
Combine your responses from above to contextualize the event.

_____

Event: *European imperialism in South Africa*

Who?
individuals, groups of people, regions, nations involved

Dutch settlers, Boers (Afrikaners), Khoisan, Basutos, Zulu and other African peoples, British government

When?
date, year, era, "before __," "after __"

1652- Dutch settle; 1814- British take over Cape Colony; 1835- Great Trek; Boer Wars (1880-1881; 1899-1902); 1910- Union of South Africa; 1913- Natives' Land Act

Where?
continents, regions, countries, geographic features nearby, describe the geography if relevant

Southern Africa- Cape Colony, Boer States

How?
describe the process that took place

The Dutch and later the Boers and British gained power through military conflict and treaties with African people. Their advanced military technology made it possible for them to defeat the Africans who were greater in number though they succeeded in resisting for a long time. Once in power, the Boers passed laws that discriminated against Africans. Also, the Dutch brought smallpox, which killed some of the Khoisan early on. Natives' Land Act- 1913

Why?
use words and phrases like "led to," because, and so to show connections between events and to explain why

The Boers wanted to settle in South Africa, so they wanted land for that purpose. They also believed that they were better than the Africans, which explains some of the laws that they passed restricting them. The British wanted natural resources that they could extract from South Africa like diamonds and gold which were discovered there in the late 1800s.
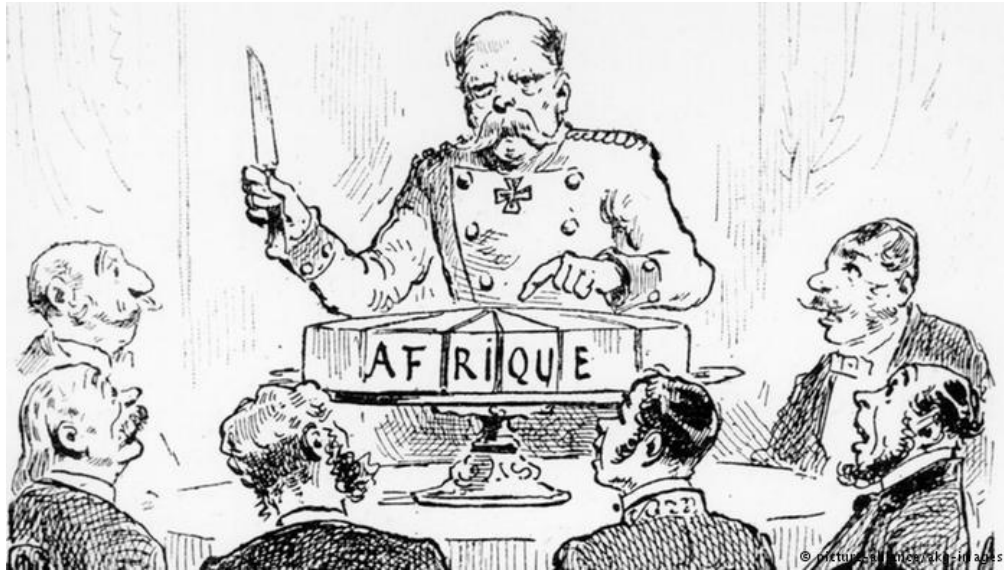
Combined Contextualization:
Why did it happen **when** and **where** it happened?
*Combine your responses from above to contextualize the event.*

In the 1600s, the Dutch settled part of Southern Africa, turning it into a trading post and settling the land to create a community. This led to conflicts with the African people named the Khoisan who lived in the area. The Dutch forced the Khoisan off of their land because of their advanced weapons and an advantage from a smallpox outbreak that killed many of the Khoisan. After the British took control of the Cape Colony, a group of Boers who did not like British rules that treated Africans more fairly, left the colony and moved further inland into Africa. This led to conflict with other African people, which the Boers eventually won because of treaties that they did not honor and their advanced weapons. Finally, the British took over the Boer states because they wanted the diamonds and gold that were discovered there. The British defeated the Boers in 1902, but worked together with them to create the Union for South Africa, a government that the Boers took control of after being elected. The Boers passed laws that consolidated and maintained their power over the Africans like the Natives' Land Act that took that took their land away from them.

The Berlin Conference and Scramble for Africa

Africa, 1850 — Free Africa / European Possessions (French, British, Portuguese)

Africa, 1914 — European Possessions (French, British, Portuguese, Belgian, German, Italian, Spanish) / Free Nations (Ethiopia and Liberia)

Though Europeans had trading posts on the coasts of Africa and Asia starting in the 15th and 16th centuries, they were unable to move into the interior of either continent because of resistance from the people who lived there and disease. This changed in the 19th century as the Industrial Revolution fueled European desire for more natural resources like gold, oil, rubber, diamonds, and ivory from Africa to fuel industrial production of goods and new innovations like the steamboat, advanced weapons, and medicine that lessened the effects of diseases like malaria led to the colonization of Africa. European nations competed for control of Africa during a period of time called the **Scramble for Africa** (1881-1914). During the Scramble for Africa, Europeans went from controlling 10% of Africa in 1870 to 90% of the continent in 1914. By 1914, only Ethiopia and Liberia were independent African nations not under the control of European powers.

Competition for control over Africa led to disputes between European countries and those disagreements led to the **Berlin Conference** (1884-1885). The Berlin Conference of 1884–85 was a meeting held in Berlin, Germany and organized by Otto von Bismarck, first chancellor of Germany. The purpose of the Berlin Conference was to regulate European colonization and trade in Africa by identifying which European nations would be allowed to control which parts of Africa. During the Berlin Conference, the European nations divided Africa up between themselves on maps, often drawing lines on the maps without any knowledge of the people who lived there and dividing up cultural, linguistic, and ethnic groups. No Africans were invited to the Berlin Conference and no Africans took part in deciding how the continent would be "carved up." In the following decades, European governments sought to take over and control the sections of Africa that they agreed upon in Berlin in a little over three months.
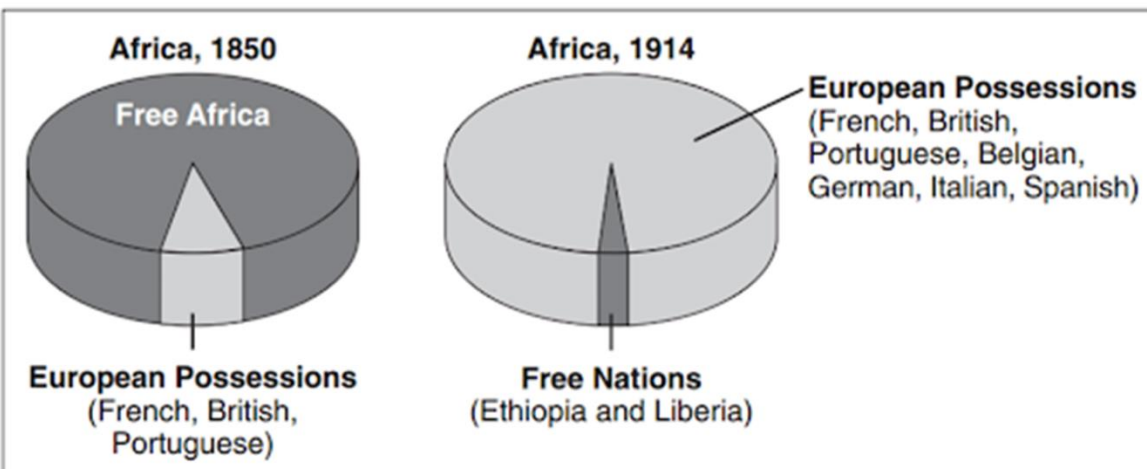
1. What was the Scramble for Africa?
2. Who organized the Berlin Conference?
3. Why was the Berlin Conference organized?
4. Who attended the Berlin Conference? Who was not invited to attend the Berlin Conference? Why were they not invited?
5. What impact did the Berlin Conference have on Africa?

The Struggle for Southern Africa
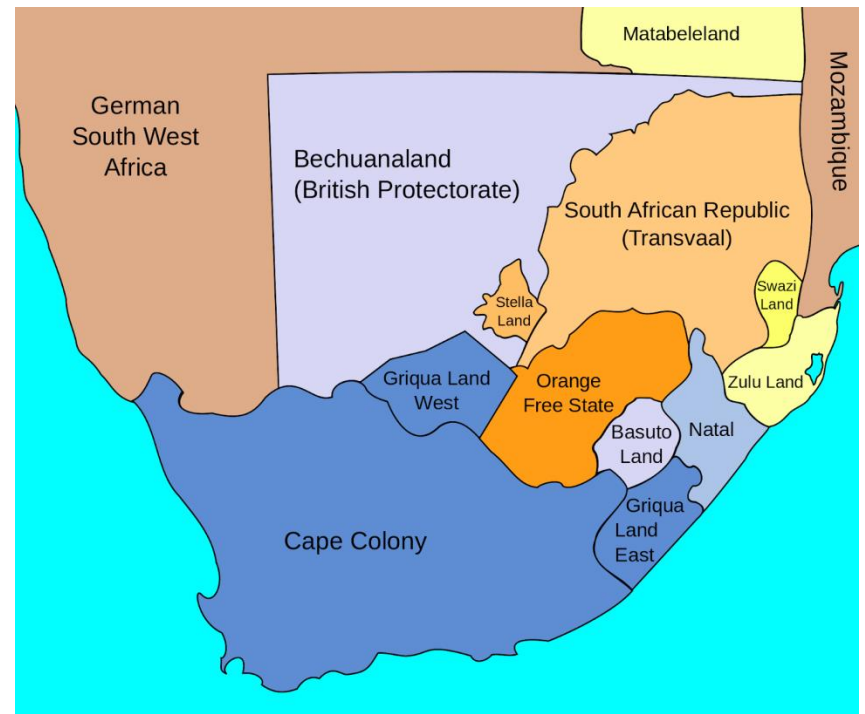
Map of South Africa showing British Possessions by John George Bartholomew, July, 1885

A map of the British Empire in 1921 when it was at its height.

The Struggle for Southern Africa

The Dutch Control the Cape Colony

In 1652, the Dutch established a trading post called the Cape Colony in Southern Africa. They settled in the region, started farming and building communities, and imported slaves from Dutch colonies. Over generations, these farmers and their descendants saw themselves not as Dutch but as South Africans and referred to themselves as the *Boers*, the Dutch word for farmer, or *Afrikaners*, even developing a different language called Afrikaans. The indigenous people in the region were the Khoisan who resisted Dutch attempts to take over the land. After a series of wars, the Khoisan were forced off of their land and many other Khoisan people were killed by a smallpox epidemic brought to the Cape of Southern Africa by Dutch sailors.

In 1814, the British took over the Cape Colony from the Dutch. Over the next decades, British colonists settled in the Cape. The British freed the slaves held by the Boers and gave them equal rights including the right to vote to all men of any race. As a result of the British changes, many Boers known as the Voortrekkers left Cape Colony starting in 1835 in an event called the 'Great Trek' during which they traveled further north and east to found their own states including the Orange Free State and the South African Republic (or Transvaal) where they enacted laws that reflected their religious and cultural views including the idea that whites were superior to blacks. During their trek out of the Cape Colony and in their efforts to settle in the areas outside of it, the Boers came into conflict with African groups who lived on the land including the Batuso and Zulu. Eventually, the Boers, and later the British defeated African troops because of more advanced military technology.

The Discovery of Diamonds and Gold

In 1867, diamonds were discovered in an area of Southern Africa just inside the Orange Free State and in 1886 gold was discovered in the Transvaal. The diamonds and gold were located in the Boer lands. The discovery of these valuable natural resources caused two wars between the Boers and the British known as the Boer Wars (1880-1881; 1899-1902). In 1902, the Boers were defeated and the British took control of the former Boer lands as well as diamonds and gold in these areas.

The Formation of the Union of South Africa

In 1910, the Boers and British created the independent Union of South Africa which included the Cape Colony and the Boer republics. The Union of South Africa, though a part of the British Empire, was run independently and democratically. Black South Africans retained their right to vote in some of the states in the union, but could not vote in the former Boer states. Though the British won the Boer Wars after the Union of South Africa was created the Boers took control of the newly established parliament by winning elections and pushed forward their ideals which separated the races and restricted the rights of "natives."

6. Who were the two European powers fighting over control of Southern Africa?

7. What caused the Boer War?

8a. What was the outcome of the Boer War for the British?
8b. What was the outcome of the Boer War for the Boers?
8c. What was the outcome of the Boer War for indigenous Africans and the slaves imported from Dutch colonies?

Imperialism in China

- After British began smuggling <u>opium</u> (an addictive drug) into China, Chinese fought back in the famous <u>Opium Wars 1839</u>.

- After being defeated, China was forced to sign **Treaty of Nanjing** 1842 (China pays for the war, open up more ports, give over Hon Kong, & give British **extraterritoriality**)

- China was then carved up into <u>spheres of influence</u> (areas where trade was controlled by different European nations)

- **RESISTANCE**

  - ➤ **Taiping Rebellion** 1850-1864: peasants revolted & 20 millions deaths

  - ➤ **Boxer Rebellion-** Rebellion led by secret society (Righteous & Harmonious Order of Fists-"Boxers") in which China tried (but failed) to gain independence from various European nations that controlled them

Spheres of Influence China, 1910

France   Britain   Germany   Japan   Russia
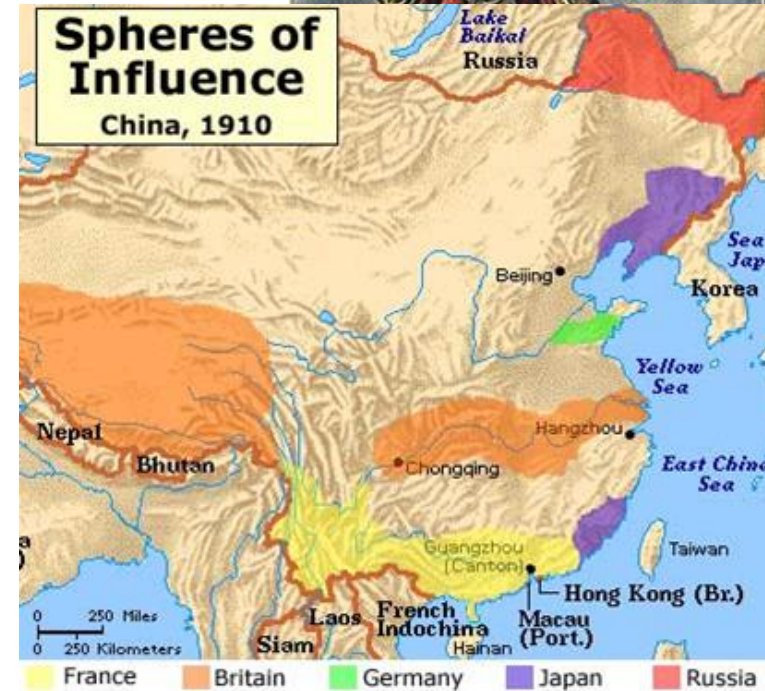
Imperialism in Japan

- 1600-1854, Japan was largely isolated & wanted little contact w/ rest of world

- 1854, Commodore Matthew Perry of U.S. sailed to open up Japan to trade & singed the **Treaty of Kanagawa** (opened up Japanese ports, showed Japan needed to modernize to compete w/ industrialized West, & overthrew weak Shogun for emperor)

- **Meiji Restoration** (1868-1912)
  - ➢ **NOTE:** During this period, Japan began a rapid program of modernization & westernization, not to get conquered
  - ➢ Modernization- Japan industrialized (built factories, machines, railroads, communications) but needed
  - ➢ Westernization- Japan adopted customs & techniques of Western countries. Japan changed its government, military, education system, & technology to make it more like those of Europe & U.S.

- **Sino-Japanese War 1895** (controlled Taiwan & Korea) & **Russo-Japanese War 1905** (controlled S. Manchuria) promoted Japan's expansion
  - ➢ Victory of Russia shocked the world! 1st victory by an Asian country over European in modern times.

Imperialism in Japan

- **NOTE:** As result of changes made during Meiji Period, Japan became powerful & modern industrialized country. Instead of being taken over by Europeans/U.S. (like India, China, & Africa), Japan actually started to imperialize other countries

- Japanese Imperialism
  - ➤ Now that Japan had factories, it needed <u>natural resources</u>/<u>raw materials</u> (like coal, tin, iron, & lead) to make products
  - ➤ Since Japan had very few natural resources of its own, Japan took over Korea & part of China to gain these resources
  - ➤ **Sino-Japanese War 1895:** Japan defeated China & gained Korea, Taiwan, & Chinese ports
  - ➤ **Russo-Japanese War 1905:** Japan defeated Russian & gained full Korea & Manchuria *(1st time in modern history, an Asian country defeated a European one)

How did British and Chinese points of view concerning trade between the two nations differ? How were they similar?
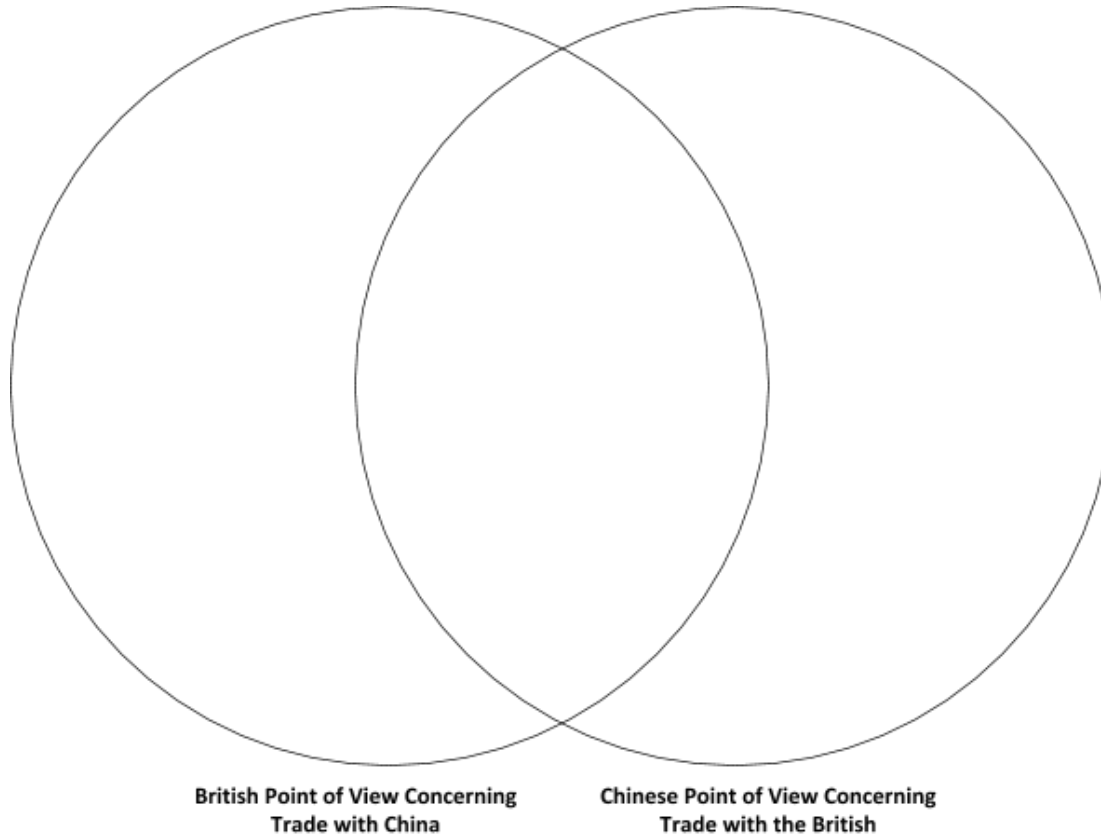
1. <u>Identify</u> and <u>explain</u> **one** similarity between the British and Chinese points of view concerning trade between the two nations. **<u>Use evidence</u>** from the documents and information you examined to support your claim.

   <u>Sample Answer:</u> *Both the British and Chinese believed that their nation was superior with the other and that they should be treated with respect as evidenced by the British demands for trade with the Chinese and the unfavorable depiction of the Chinese in the British cartoon and the Qing Emperor's description of his empire in comparison to the British.*

2. <u>Identify</u> and <u>explain</u> **one** difference between the British and Chinese points of view concerning trade between the two nations. **<u>Use evidence</u>** from the documents and information you examined to support your claim.

   <u>Sample Answer:</u> *One difference between the British and Chinese points of view concerning trade is that the British wanted to trade, but the Chinese did not want to. The British clearly wanted to trade with the Chinese as can be seen by the effort they went through to travel to China and try to convince the emperor, but the emperor's response shows that he felt that the British had nothing to offer the Chinese and that trade with them would not benefit China.*

How did British and Chinese points of view concerning trade between the two nations differ? How were they similar?

British Point of View Concerning
Trade with China

Chinese Point of View Concerning
Trade with the British

1. Identify and explain *one* similarity between the British and Chinese points of view concerning trade between the two nations. *Use evidence* from the documents and information you examined to support your claim.

2. Identify and explain *one* difference between the British and Chinese points of view concerning trade between the two nations. *Use evidence* from the documents and information you examined to support your claim.

Directions: Examine the images below and answer the questions that follow

The author of the images above was a British political cartoonist named James Gillray (1756-1815). The two images come from the same picture drawn by Gillray in 1792. The image of the left is the Chinese Emperor of the Qing Dynasty. The Image on the right is of Lord George Macartney a representative of the British King George III.

The Reception of the Diplomatique & his Suite, at the Court of Pekin,

Lord Macartney

Sections of a political cartoon entitled, *The reception of the diplomatique and his suite, at the Court of Pekin*, by James Gillray (died 1815), published 1792

1. How does Gillray depict the Chinese Emperor and Macarnety differently?

2. Why might Gillray have depicted the two men differently?

What was the historical context for British and Chinese contact in the late 18th century?

Directions: Read the timeline below and information about China in the 1800s from this page on the Asia for Educators website, and what led to the British diplomatic mission led by Lord Macartney in 1793 from the Asia for Educators website. Answer the questions below and contextualize the interaction between Mccartney and the Qing Emperor.

Timeline of Chinese History during the Qing Dynasty

1839-1842 Opium War

1850-1864 Taiping Rebellion

1884-1885 China defeated in war by France, French Indo-China established

1898 Hundred Day's Reform- stopped by Empress Dowager Zuxi

1900-1901 Boxer Rebellion

Ming Dynasty — 1368-1644

Qing Dynasty — 1644-1912

Republic Period — 1912-1949

1793 Macartney Mission from Great Britain

1842-1843 Treaty of Nanjing

1860 Treaty of Peking

1894-1895 China defeated by Japan in First Sino-Japanese War

1912 Qing Dynasty overthrown; nationalist leader Sun Yat-sen becomes President of China

Note: Timeline NOT drawn to scale

1. Describe China during the Qing Dynasty before the late 18th century.

2. Identify three issues faced by the Qing Dynasty in the late 18th century and explain the effects of each.
2a.
2b.
2c.

3. Why did the Chinese limit trade with foreigners to the Port of Canton?

4. Identify two reasons that Europeans wanted to increase trade with China.
4a.
4b.

5. According to the reading, what misunderstanding was there between European merchants and the Chinese government?

6. What was the purpose of Lord Macartney's journey to China in 1793?

A British Point of View Concerning the Chinese and Lord Macartney's Mission

James Gillray (1756-1815) was an English political cartoonist who specialized in caricature, a style of drawing that exaggerates certain features of a subject to make fun of them. His cartoons were widely distributed throughout Great Britain and Europe and often critical of the British King, George III.

The cartoon below, entitled *"The reception of the diplomatique and his suite, at the Court of Pekin"* was published in 1792, a year before Lord Macartney's actual interaction with the Qing Emperor.

Directions:
SOURCE this document

A political cartoon entitled, *The reception of the diplomatique and his suite, at the Court of Pekin*, by James Gillray (died 1815), published 1792.

The Qing Emperor's Response to Lord Macartney's Mission
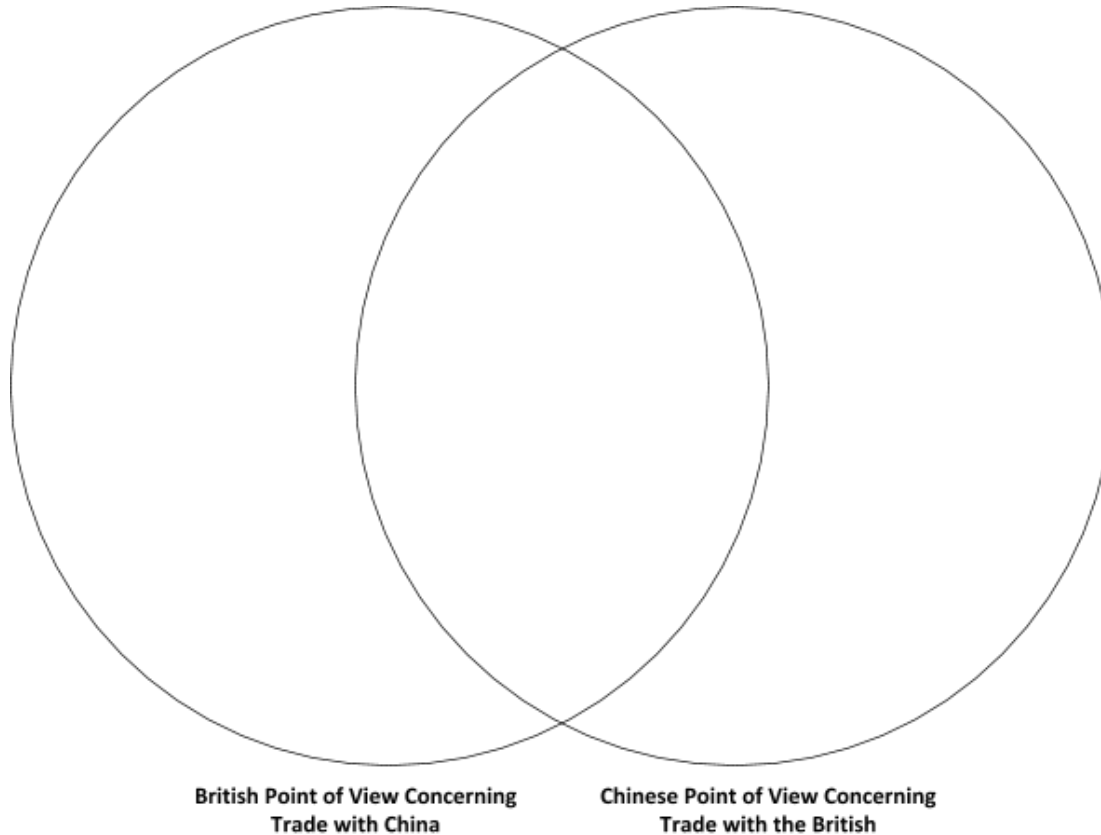
Directions: SOURCE this document

The Qianlong Emperor's Letter to George III, 1793

…Our dynasty's majestic virtue has penetrated unto every country under Heaven, and Kings of all nations have offered their costly tribute by land and sea. As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures. This then is my answer to your request to appoint a representative at my Court, a request contrary to our dynastic usage, which would only result in inconvenience to yourself. I have expounded my wishes in detail and have commanded your tribute Envoys to leave in peace on their homeward journey. It behooves you, O King, to respect my sentiments and to display even greater devotion and loyalty in future, so that, by perpetual submission to our Throne, you may secure peace and prosperity for your country hereafter.

Yesterday your Ambassador petitioned my Ministers to memorialize me regarding your trade with China, but his proposal [to open more northern ports to trade] is not consistent with our dynastic usage and cannot be entertained... as the tea, silk and porcelain which the Celestial Empire produces, are absolute necessities to European nations and to yourselves, we have permitted, as a signal mark of favour, that foreign *hongs* [merchant firms] should be established at Canton, so that your wants might be supplied and your country thus participate in our beneficence.

Your request for a small island near Chusan, where your merchants may reside and goods be warehoused, arises from your desire to develop trade. As there are neither foreign *hongs* nor interpreters in or near Chusan, where none of your ships have ever called, such an island would be utterly useless for your purposes….Consider, moreover, that England is not the only barbarian land which wishes to establish . . . trade with our Empire: supposing that other nations were all to imitate your evil example and beseech me to present them each and all with a site for trading purposes, how could I possibly comply? This also is a flagrant infringement of the usage of my Empire and cannot possibly be entertained.

How did British and Chinese points of view concerning trade between the two nations differ? How were they similar?

British Point of View Concerning
Trade with China

Chinese Point of View Concerning
Trade with the British

1. <u>Identify</u> and <u>explain</u> *one* similarity between the British and Chinese points of view concerning trade between the two nations. **<u>Use evidence</u>** from the documents and information you examined to support your claim.

2. <u>Identify</u> and <u>explain</u> *one* difference between the British and Chinese points of view concerning trade between the two nations. **<u>Use evidence</u>** from the documents and information you examined to support your claim.

How did Europeans, the Japanese, and the United States gain, consolidate, and maintain power in China?

Event: *European and Japanese Imperialism in China*

Who?
individuals, groups of people, regions, nations involved

_____

When?
date, year, era, "before __," "after __"

_____

Where?
continents, regions, countries, geographic features nearby, describe the geography if relevant

_____

How?
describe the process that took place

_____

Why?
use words and phrases like "led to," because, and so to show connections between events and to explain why

_____

Combined Contextualization:
Why did it happen **when** and **where** it happened?
Combine your responses from above to contextualize the event.

Event: *European and Japanese Imperialism in China*

|	
Who? *individuals, groups of people, regions, nations involved*	Countries that took advantage of the Chinese- European nations (Great Britain, France, Portugal, Russia, Germany, Italy, Austria-Hungarian Empire, Belgium, Spain, Netherlands, Sweden, Norway), the United States, and the Japanese China, Qing Dynasty
When? *date, year, era, "before __," "after __"*	Opium War starting in 1939 and continuing into the early 20th centuries
Where? *continents, regions, countries, geographic features nearby, describe the geography if relevant*	China
How? *describe the process that took place*	Imperial countries defeated China militarily then forced them to sign unequal treaties that gave them trading rights and legal privileges in China in spheres of influence Great Britain, sold Opium in exchange for tea and other goods
Why? *use words and phrases like "led to," because, and so to show connections between events and to explain why*	To gain access to natural resources, but more importantly to sell goods to China's large population, so companies could make a profit
Combined Contextualization: **Why** did it happen **when** and **where** it happened? *Combine your responses from above to contextualize the event.*	In the 19th century, imperialist nations, starting with Great Britain took military action against the Chinese so they could gain access to trade in China. The Opium Wars that started in 1839 were the first major defeat for the Chinese and after that war the British forced the Chinese to sign the Treaty of Nanjing, an unequal treaty that gave the British trading rights and legal privileges in areas of the country called spheres of influence. Other nations in Europe, Japan, and the United States also won victories against the Chinese and carved out their own part of China and its trade.

East Asia, 1789

East Asia, 1837
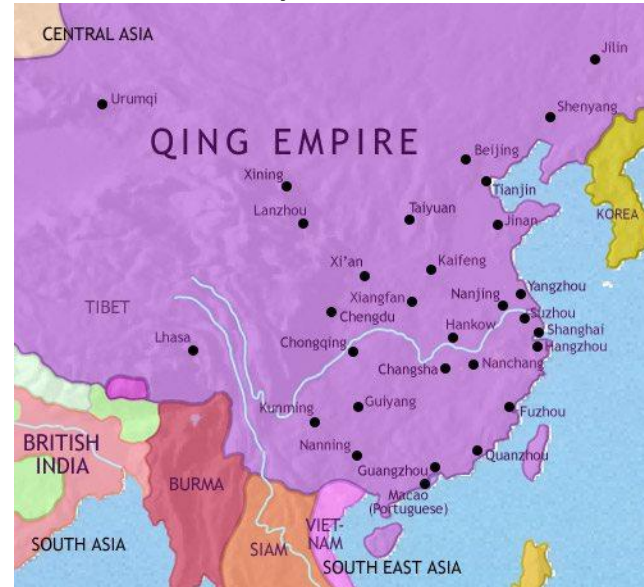
East Asia, 1871

East Asia, 1914

Document Analysis Activity:

Directions: Examine the videos, images, and text on imperialism in China and annotate as you read by placing a "G" next to examples of methods that the British used to <u>gain</u> power in India, a "C" next to examples of methods they used to <u>consolidate</u> their power, and an "M" next to examples of methods used to <u>maintain</u> power and add information to [this graphic organizer.](#)

First Opium War (1839-1842)

Watch this [History Channel Clip about the Opium Wars from *Mankind: The Story of All of Us*](#) and [this clip from from another documentary on the Opium Wars (0:35-7:20)](#) then read the information below.

Painting of The East India Company's iron steam ship *Nemesis*, commanded by Lieutenant W. H. Hall, with boats from the *Sulphur*, *Calliope*, *Larne* and *Starling*, destroying the Chinese war junks in Anson's Bay, on 7 January 1841 during the first Opium War.

First Opium War (1839-1842)

In the 19th century, the British had a trade imbalance with China, meaning that they were buying a lot of Chinese goods, but not selling very much to the Chinese. The main reason for this imbalance was that the British became a nation of tea drinkers and the demand for Chinese tea rose astronomically. It is estimated that the average London worker spent five percent of his or her total household budget on tea. To prevent a trade imbalance, the British tried to sell more of their own products to China, but there was not much demand for products like heavy woolen fabrics in a country accustomed to either cotton or silk clothing.

Though the Qing Emperor declared that his country had no interest in European goods, the British found one product that they could profit from in China: opium. Opium is an addictive drug that comes from the poppy plant and is usually smoked. It is grown in regions of Central Asia that during the 18th, 19th, and part of the 20th century were a part of the British colony of India. The British did all they could to increase the trade. They bribed officials, helped the Chinese work out elaborate smuggling schemes to get the opium into China's interior, and distributed free samples of the drug to innocent victims.

The cost to China was enormous. The drug weakened a large percentage of the population (some estimate that 10 percent of the population regularly used opium by the late nineteenth century), and silver began to flow out of the country to pay for the opium. Many of the economic problems China faced later were either directly or indirectly traced to the opium trade. The government debated whether to legalize the drug through a government monopoly like that on salt, hoping to barter Chinese goods in return for opium. Instead, the Chinese outlawed the drug and in 1838 the emperor decided to send one of his most able officials, Lin Tse-hsu (Lin Zexu, 1785-1850), to Canton (Guangzhou) to do whatever was necessary to end the drug traffic forever.

Lin was able to put his first two proposals into effect easily. Addicts were rounded up, forcibly treated, and domestic drug dealers were harshly punished. His third objective — to confiscate foreign stores and force foreign merchants to sign pledges of good conduct, agreeing never to trade in opium and to be punished by Chinese law if ever found in violation — eventually brought war. Opinion in England was divided: Some British felt morally uneasy about the trade, but they were overruled by those who wanted to increase England's trade with China and teach the Chinese a lesson.

Western military weapons, including percussion lock muskets, heavy artillery, and paddlewheel gunboats, were far superior to China's weapons. The result was a disaster for the Chinese. By the summer of 1842 British ships were victorious and were even preparing to shell the old capital, Nanking (Nanjing), in central China. The emperor therefore had no choice but to accept the British demands and sign a peace agreement. This agreement, the first of the "unequal treaties," opened China to the West and marked the beginning of Western exploitation of the nation.

1. What is opium? Why was it valuable to the British?

2. How did the Chinese government respond to the British opium trade?

3. Who won the Opium Wars? Why were they victorious?

Treaty of Nanjing, 1842

The Treaty of Nanjing was signed at the end of the first Opium War and was the first of many **unequal treaties** that the Chinese were forced to sign with imperialist nations.

The treaty stated that:

- the British gained possession of the island of Hong Kong which it held until 1997
- several Chinese cities were forced to trade with British merchants
- the Chinese had to pay the British 21 million ounces of silver
- British citizens gained the right of **extraterritoriality.** Extraterritoriality is the state of being exempt from local laws, so the British, while in China, could follow their own laws and could not be arrested or punished by the Chinese.
- Christian missionaries were allowed to preach in China
- the British would have exclusive rights (as opposed to other nations) to trade with the Chinese in British **"spheres of influence."** A sphere of influence is a country or an area of a country that another country has the power to affect what happens there.
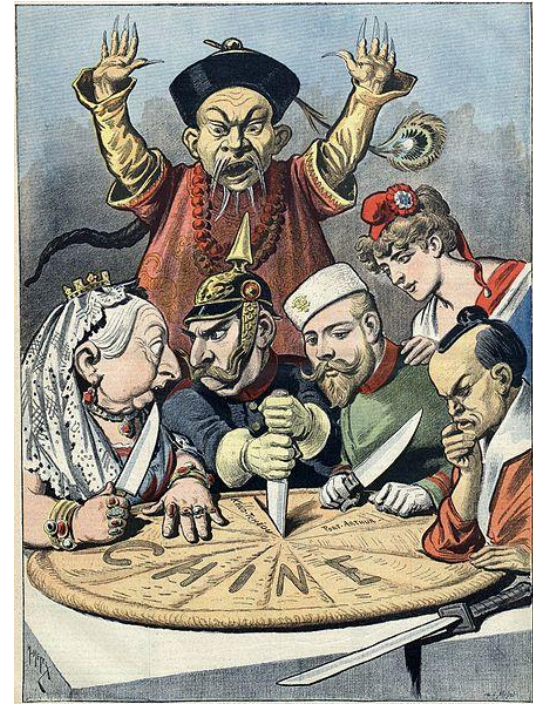
A French political cartoon from 1898 entitled, "China-the cake of kings and...of emperors."

4. Identify three ways the British benefited from the Treaty of Nanjing.

5. What is extraterritoriality?

6. What is a "sphere of influence"?

Other Unequal Treaties

Between 1842 and 1933, the Chinese were defeated in a number of wars with European powers, the United States, and Japan. Each conflict ended with treaties which included concessions similar to the Nanjing Treaty. They resulted in more Chinese ports open for trade, territory given to the winners of the war, and the right of **extraterritoriality** for the citizens of more nations. Most of these countries were given **spheres of influence** in Chinese cities in which to trade.
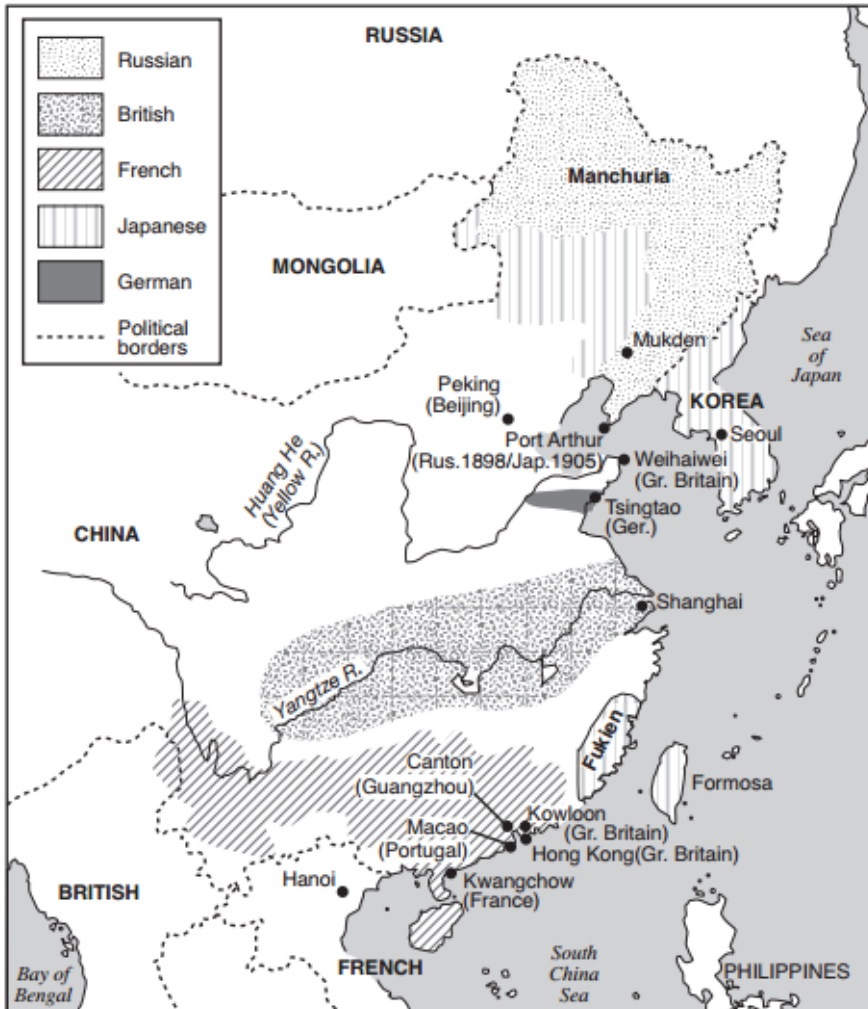
Spheres of Influence in China, 1895–1914

List of Some of the Unequal Treaties

Treaty	Year	Imposing Nation
Treaty of Nanjing	1842	British Empire
Treaty of Wanghia	1844	United States
Treaty of Whampoa	1844	French colonial empire
Treaty of Canton	1847	United Kingdoms of Sweden and Norway
Treaty of Aigun	1858	Russian Empire
Treaty of Tientsin	1858	French colonial empire, British Empire, Russian Empire, United States
Convention of Peking	1860	British Empire, French colonial empire, Russian Empire
Treaty of Tientsin (1885)	1885	French colonial empire
Sino-Portuguese Treaty of Peking	1887	Kingdom of Portugal
Treaty of Shimonoseki	1895	Empire of Japan
Li-Lobanov Treaty	1896	Russian Empire
Boxer Protocol	1901	British Empire, United States, the Empire of Japan, Russian Empire, French colonial empire, German Empire, Kingdom of Italy, Austro-Hungarian Empire, the Kingdom of Belgium, the Kingdom of Spain, the Kingdom of the Netherlands
Simla Accord	1914	British Empire
Twenty-One Demands	1915	Empire of Japan

7. If you were a European, American, or Japanese merchant, what might your point of view be concerning the unequal treaties with China?

8. If you were a Chinese person, what might your point of view be concerning the unequal treaties and the Chinese government that signed them?

Resistance to Imperialism: Boxer Rebellion

Based on the following readings, do you think the Boxer Rebellion move China closer to or further away from independence? Provide <u>evidence</u> to support your claim & explain how your evidence supports your claim (<u>your reasoning</u>).

The Boxer Rebellion (1900-1901)

Watch [this video about the Boxer Rebellion](#), read the transcript and additional text below then answer the accompanying questions.

Photograph of a Chinese Boxer, 1900.
Image is courtesy of wikimedia commons and is in the public domain

The Boxer Rebellion (1900-1901)

(0:03) The Boxer Rebellion became the first major war to erupt in the new century. Hostilities that had been simmering for decades exploded when China declared war against the foreign powers of France, Russia, England, Japan, Austria, Italy, Germany, and the United States. The beginning of the 20th century found the two thousand-year-old Chinese empire in decline. Foreign powers descended like vultures on what was left to the dying Manchu [Qing] Dynasty. The once-powerful Chinese people fumed as they saw their land and protectorates taken over by foreigners. Hong Kong and Burma were lost to England, Korea to Japan, and Vietnam to France.

(0:52) As the power structure within the Manchu court struggle to maintain its tenuous control within China, foreign encroachment intensified internal political conflicts. What had been an ancient closed society was threatened by the corruption of progress and foreign influence. The Chinese became distrustful of foreigners and were greatly concerned by the influx of Christian missionaries who converted an increasing number of Chinese to an alien religion.

(1:22) [Note: the footage during this section of "Boxers" attacking a Christian mission is staged. It is not real footage from the actual Boxer Rebellion]
A campaign of terror had begun the previous year when a secret organization called Boxers began killing Christian missionaries and their converts in the northern provinces of China. The boxers were a clandestine social society that had been in existence since the early seventeen hundreds. The group preached a mixture of Buddhist, Confucian and Daoist ideas and was radically opposed to any change in Asian culture. Members practiced a form of shadow boxing and believed that followers of the cult were invulnerable.

## 1. Who were the Boxers? Why did they rebel?

(1:51) In May of 1900, the boxers killed four French and Belgian railway engineers. This was followed by the murder of the Japanese Chancellor in Peking. The foreign powers responded by sending ships and troops to China. The imperial court [of China] had initially condemned the Boxer violence and had sent government troops to quell the uprising, but the ruling Dowager Empress Cixi was eventually won over to the Boxer cause as a result of foreign attacks on Chinese forts and the rumor that the foreign powers wanted to return her deposed nephew to power.

2. How did the Dowager Empress Cixi, the ruler of China at the time, react to the Boxer Rebellion?

(2:27) On June 20th, the Boxers invaded Peking brandishing spears topped with the heads of murdered missionaries. They laid siege to the foreign legations [where ambassadors from foreign countries and their families lived] where almost a thousand foreigners and three thousand Chinese Christians had taken refuge.

3. Why do you think the Boxers murdered missionaries and attacked foreign legations?

(2:41) On August 4th, an international force of twenty thousand headed for Peking to rescue the besieged legations [and protect their business interests]. Although the Boxer troops in the Peking area were estimated at 360,000, the international force broke through the lines after two weeks of heavy fighting. Fifty-four days after the siege began, the foreign legation was rescued. The imperial court fled Peking and the boxers were eventually forced to surrender.
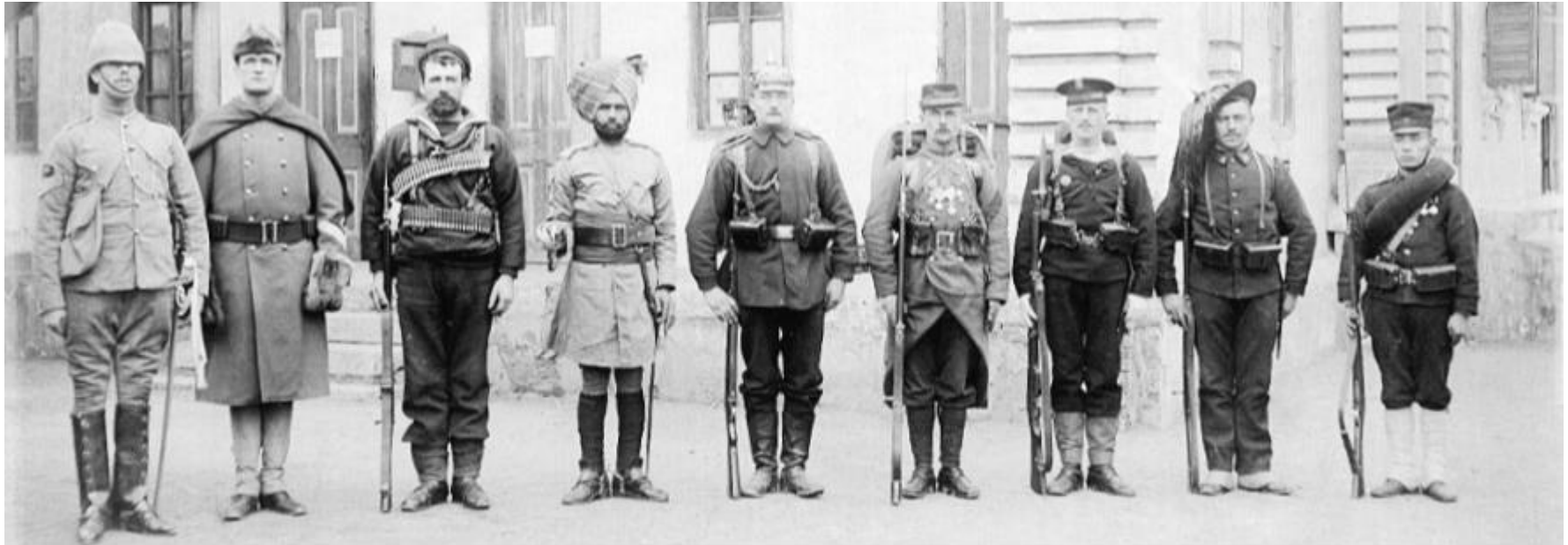
Photograph of troops of the Eight Nations Alliance of 1900 that defeated the Boxers. Left to right: Britain, United States, Australia, India, b Germany, France, Russia, Italy, and Japan.
Image is courtesy of wikimedia commons and is in the public domain

4. Which countries were a part of the international force that defeated the Boxers? Why did soldiers from all of these nations join together to combat the Boxers?

What were the effects of the Boxer Rebellion?

The following excerpt is from an interview with historian and professor of history at Cornell University, Walter LaFeber.

The outcome of the Boxer Rebellion is in the short term the United States and the other imperial powers won and beat back the Boxers and massacred a number of the Boxers. In the long term, we can now see that it was the beginning of the Chinese Revolution, that the Chinese saw this as something that they would have to organize themselves to defend against. If you go to Beijing now, this is not called the Boxer Rebellion. What happened in 1900 is called the Foreign Intervention. And the Chinese are very quick to tell you that one of the reasons for the Chinese Revolution and the anti-foreignism in the Chinese Revolution that erupted within the next 20 years in China was in large part the result of the foreign brutalities, the foreign missionaries, the foreign industrial entrepreneurs who moved into China in the wake of the Boxers and who essentially tried to act as if nothing had happened. Quite clearly, something very profound had happened in China. What had happened had been that the Chinese for the first time had been able to organize themselves in a way and on a military level to drive back foreign influences. In the end they didn't succeed, but they had shown that it could be done. And, as a result, the Boxer Rebellion now is looked at as the beginning of this long Chinese Revolution that finally climaxed in 1949 [with the start of the Chinese Communist Revolution].

5. According to Walter LaFeber, what were the long term effects of the Boxer Rebellion?

Effects of Imperialism

- Positives
  - ➤ New technologies were introduced
  - ➤ Health & medical care improved
  - ➤ Western educational ideas spread
- Negative
  - ➤ Land & materials were stolen
  - ➤ Natives forced to adapt to European cultural ways (language, religion)
  - ➤ Local traditions were not considered
  - ➤ Local economies had to change to meet European needs

The New Imperialism, 1850–1914

Causes

- **Nationalism**
  To gain power, European nations compete for colonies and trade.

- **Economic Competition**
  Demand for raw materials and new markets spurs a search for colonies.

- **Missionary Spirit**
  Europeans believe they must spread their Christian teachings to the world.

IMPERIALISM
Europeans exert influence over the economic, political, and social lives of people they colonize.

Effects

- **Colonization**
  Europeans control land and people in areas of Africa, Asia, and Latin America.

- **Colonial Economics**
  Europeans control trade in the colonies and set up dependent cash-crop economies.

- **Christianization**
  Christianity spreads to Africa, India, and Asia.

From 1850 to 1914, the strong, industrialized nations of Europe used imperialism to seize colonies & dominate the local gov'ts & economies in Africa & Asia

CAUSE AND EFFECT

Causes

Industrial Revolution strengthens the West
Newly industrialized nations seek new markets
    and raw materials
European nations compete for power and
    prestige
Europeans feel duty to spread western culture

NEW IMPERIALISM

Immediate Effects

Europeans claim and conquer large empires in
    Africa and Asia
Ottoman and Qing empires attempt reforms
    to meet imperialist challenge
Local people resist European domination
Japan modernizes along western lines
Europeans pursue economic imperialism in
    Latin America
United States acquires territories in Caribbean
    and Pacific

Long-Term Effects

New global economy emerges
Traditional cultures and economies disrupted
    around the world
Western culture spreads around the globe
Resistance to imperial rule evolves into
    nationalist movements
European competition for empire contributes
    to outbreak of two world wars

Connections Today

Civil wars disrupt nations of Africa and Asia
Latin American nations struggle to build stable
    democracies