



Replacing bobbins on machinery
Kids At Work, Russell Freedman, Scholastic, 1994. Photo by Lewis Hine

Unit 4

1750-1914

The Modern Era



1750-1914

I. Questions of Periodization

A. Continuities and Breaks

1. Continuities

- a. Absolutism in France
- b. Sense of cultural superiority of the Chinese
- c. “Revolutionary” change didn’t supplant everything
 - i. People learned to be both scientist and Christian
 - ii. Slavery outlawed, but former slaves not embraced into society
 - iii. Racism – both social and institutional continued

2. Breaks

- a. French Revolution
 - b. End of Japanese isolation and rapid modernization in Japan
3. What makes the “modern age”
- a. Politics
 - i. Trend away from monarchy toward greater political representation
 - ii. Form of democracy or at least an appearance of democracy
 - b. Economics
 - i. Mechanization and industrialization become driving forces
 - ii. Shift from mercantilism/feudalism to capitalism
 - iii. No longer based primarily on agriculture – increasingly on industry and commerce
 - c. Society
 - i. Class transformation
 - ii. Old aristocracies – derive power from noble birth – gradually fade away
 - iii. New elites status comes from wealth
 - iv. Middle class and industrial working class expand
 - v. Modern societies become urbanized
 - vi. Population growth accelerates
 - d. Culture
 - i. Scientific, secular world view becomes dominant
 - ii. Artistic styles change more rapidly and radically than ever before
4. End of the era – 1914
- a. 19th century – Europe at the peak of its power – replaced by the US in 20th century
 - b. New philosophies, scientific theories, cultural movements attacking Western values
 - c. Diplomatic trends bringing nations towards war
 - d. World War I would speed up process of European decline
5. Continuities
- a. Conservative backlash – reaction – strove to keep this power in check
 - i. Some more successful at fighting liberalizing/democratizing elements

B. Causes of changes from the previous period and within this period

1. West major causal agent of change
 - a. Underwent vast changes/caused vast changes in other areas of the world
 - b. Begun process in 1400s with
 1. Voyages of exploration
 2. Colonization
 3. Appropriation of world trading networks
 4. Establishment of new trade routes
 - c. W. Europe consolidated hold on
 - a. Foreign colonies
 - b. Global trade
 - d. Unprecedented – never before/since has one civilization truly dominated the world
 - e. With it come huge moral and ethical price
 - a. Imperialism linked to warfare, racial prejudice, economic exploitation, slavery
 - b. Harmful effects still felt in Africa, Latin America, and Asia
2. Industrialization
 - a. Changed the way the world made goods
 - b. Changed the way the world did business
3. Political changes in Europe led to first world war
 - a. Enlightenment
 - b. Attempts at radical reform
 - c. Unification of Germany and Italy

- d. Shifting balance of power among European nations
- e. End of absolute monarchies
- f. Revolutions established set of ideals that could be pushed for in the future
- 4. Important changes independent of Europe occurred
- 5. Imperialism
 - a. Industrialization and imperialism both interconnected
 - b. Developments in one region have impact on other regions
 - c. Improvements in communication/transportation allow regional developments to expand
 - d. Movement away from Western Hemisphere
 - a. W. Hemisphere freed self from European control by early 19th century
 - b. Imperialists turn eyes toward Africa and Asia
 - i. Exploitation easy
 - ii. Markets huge
- 6. Nationalism
 - a. Nationalism a huge force – why did it grow
 - b. Sparked rebellions, independence movements, unification movements
 - c. Sparked domination and colonialism
- 7. Eugenics/Ethnocentrism – ideological explanations for racial superiority
 - a. Most Europeans ethnocentric – viewed other cultures as barbarian/uncivilized
 - a. Ethnocentrism leads to social improvements – can't exactly treat selves bad
 - b. Social Darwinists
 - a. Applied theory of natural selection to sociology
 - i. Dominant races rose to the top due to “survival of the fittest”
 - ii. Britain obviously most fit – must be the superior race
 - c. White Man's Burden – Europeans have moral obligation to teach others how to be civilized
 - a. Rudyard Kipling poem
 - b. Convert to Christianity and civilized in the European fashion
 - c. Europeans knew what was best for everyone
 - d. Compared to other cultures
 - a. Chinese – Middle Kingdom – “center of the world”
 - b. Japan also believed they were racially superior
 - c. Difference
 - i. Europe has military technology to act on these beliefs
 - ii. Quite capable of subjugating peoples for economic/military/political reason
 - iii. Success only encourages them to do it more
- 8. Why did changes occur so quickly during this time period?
 - a. Communicated more quickly than before
 - a. Trains and ships raced across the continent and seas
 - b. Telegraph cables were laid
 - c. By 1914 telephones ringing
 - d. By 1914 planes in the air
 - b. Consider speed of Japanese industrialization
 - c. Consider speed of colonizing Africa vs. colonizing Latin America
 - d. Urbanization
 - a. Ideas spread more quickly
 - b. Like-minded people able to associate
 - c. Individuals had contact with greater variety of people – greater variety of ideas
 - i. For example, India learns English customs, culture quickly
 - d. Countryside maintains conservative views

II. Changes

A. Global commerce

B. Communications

- 1. Telegraph
- 2. Telephone
- 3. Radio
- 4. National postal system
- 5. Steamship
- 6. Railroad

C. Technology

III. Changes in patterns of world trade

A. World Trade

- a. Introduction

- i. Manufactured goods of the west and raw materials used to produce them – focus
 - ii. Atlantic World
 - 1. Plantation system and exploitation of newly independent L. American nations
 - iii. Methods of extracting natural resources changes
 - 1. Railroads and roads constructed – can go to the interior
 - iv. Instead of small, independent farm plots by natives > large plantations
 - 1. Crops chosen based on needs of industrialized West
- b. Latin American Trade – increased significantly
 - i. Profitable sugar, cotton, cacao plantations
 - ii. Increased importance of slavery
 - iii. Monroe Doctrine – Britain takes larger role in recipient of goods
 - 1. Cut out colonization by other European countries
 - 2. More mfg goods go to L. America for raw materials
 - iv. Beef exports increase – refrigerated railroad car
 - v. Products
 - 1. Cuba – tobacco and sugar
 - 2. Brazil – sugar and coffee – later rubber
 - 3. Mexico – copper, silver
 - 4. Peru – guano
 - 5. Chile – grain, copper
 - 6. Argentine – beef, grain, hides, wool
 - vi. Large landholders benefit at expense of smaller, independent farmers
 - vii. Dependent on cheaper foreign goods – better quality, cheaper to produce
 - 1. Wealth monopolized by a few
 - viii. Foreign investment gives capital
 - 1. But...many industrial/transportation projects owned by foreigners
- c. Trade with the Islamic World – decreased significantly
 - i. Ottoman Empire weakened
 - 1. Revolts
 - 2. Disinterest in industrialization
 - a. Christian/Jews in Empire carry on trade independently
 - ii. Domestic system producers can't compete with industrialized nations
 - iii. Threat of competition lead to reforms
 - 1. Tanzimat reforms – facilitated trade, but came too late
 - iv. Made dependent on European imports and influence
 - 1. Foreign investment to bolster economy
 - 2. Extraterritoriality – Europeans allowed in Ottoman major commercial centers
 - v. Suez Canal makes Egypt a significant commercial/political power
- d. Qing China and the Opium Trade – trade imbalance shifts
 - i. From 1644 to 19th century trade benefited China
 - 1. Controlled out of few ports – Canton primarily
 - 2. Trade in Chinese tea, silk, porcelain for silver – basis of economy
 - a. Trade imbalance – extremely profitable for China
 - ii. Britain annoyed with trade imbalance
 - 1. Indian opium switches balance
 - 2. Now silver flows out of China
 - iii. After Opium Wars eventually China open to Europe
 - 1. Nations map out spheres of influence
 - 2. Extraterritoriality
- e. Russia and World Trade
 - i. Occupy backward position in trade and technology
 - ii. Exported some grain to w. Europe for Western machinery
 - 1. Difficult to compete due to outdated agricultural methods
 - iii. Desire to compete in world trade led to end of serfdom in 1861
- f. Japanese Entrance into World Trade
 - i. Second Perry expedition opened Japanese ports in 1854
 - ii. Japan industrialized
 - 1. Trade relations with Netherlands, Great Britain, Russia
 - 2. Depended more on imports of raw materials
- g. End of Trans-Atlantic Slave Trade
 - i. Ended due to
 - 1. Enlightenment thought
 - 2. religious conviction

3. slave revolt in Haiti
- ii. British ended role first – 1807- then encouraged others later to end also
 1. Britain seized hundreds of slave ships
 2. Slavery continued to Cuba and Brazil
 - i. Cooperation of African rulers
- iii. Didn't totally end until 1867

B. Industrial Revolution

- a. What is it?
 - i. Civilizations no longer principally agricultural/rural
 - ii. Mass production of goods by means of machine power – industrialization
 - iii. Importance of trade and commerce skyrocketed
 - iv. Urbanization
 - v. Capitalism rules supreme
 - vi. Metaphoric revolution – takes decades – no clear-cut beginning or end
 - vii. But...can't underestimate effect
 1. Changed life in Europe more thoroughly than political revolutions
 2. New machines at hands of ordinary people
 3. Effected how people work, where they lived, how they views political problems
 4. Forced West to spread practices to colonies and exploit colonies economically
- b. History
 - i. Began in Great Britain in mid 1700s
 1. Great Britain has large domestic deposits of coal
 - a. Japan lacks coal – needed territorial expansion
 2. Enclosure movement – removal of land from farming
 - a. Common area gone – loss of livelihood for peasants
 - b. Now private land for private gain – you have motivation - mine
 - ii. Causes
 1. Agricultural Revolution – Second Agricultural Revolution 18th century
 - a. Improved farming techniques
 - b. Up to half the population left farms for cities
 - i. New industrial jobs becoming available
 - c. Why so much more crop yield?
 - i. High yield crops – potatoes, corn from New World
 - ii. Crop rotation instead of leaving fallow
 - iii. New technologies
 - a. New machines for plowing, seeding, reaping
 - b. Chemical fertilizers
 2. Increase in population
 - a. More food available
 - b. Less chance for famine
 - c. Life expectancy rose – population increase
 - i. 50% growth to 190 million from 1700-1800
 - d. Decreased death rate
 - i. improved medical care
 - ii. nutrition
 - iii. hygiene sanitation
 3. Improvements in technology
 - a. New sources of energy
 - i. steam power
 1. Invention of the steam engine – James Watt
 - a. Improved by Watt, started by others
 2. availability of sources of coal to fuel machinery
 - ii. natural gas and petroleum later
 - iii. fed industrial and transportation improvements
 - b. New materials
 - i. steel
 - c. New methods
 - i. factory system
 - ii. Put factory near water-power source
 - d. Inventions had always been occurring, but so many happen in 18th century
 - e. New inventions for textile industry
 - i. Flying shuttle – sped up weaving process - 1733
 - ii. Spinning jenny – spins vast amount of thread – 1764

- iii. Cotton gin – Eli Whitney – 1793 – quick processing of cotton
 - 4. Protestant work ethic
 - a. Earthly success is a sign of personal salvation
 - i. Acquisition of capital and development of industry
 - b. Value of hard work
 - 5. Domestic system not as effective
 - a. cotton woven into cloth at homes
 - b. Middlemen drop off wool/cotton at homes
 - c. Women then sell cloth to middlemen > buyers
 - 6. Philosophical – Adam Smith – Wealth of Nations
 - a. Private ownership
 - b. Let open market determine demand for goods and services
 - c. free-market system/capitalism fits needs of individuals/nations
 - d. laissez faire capitalism – government removes self from process
 - e. Response to failing mercantilist policies
 - i. corrupt, inefficient
 - ii. monarchies managed economies
 - iii. Phases
 - 1. Phase One
 - a. Britain – 1780s – steam engine used to power textile machines
 - b. Coal mining uses steam power
 - c. James Watt patented designs in 1782 – efficient and relatively cheaper
 - 2. Phase Two
 - a. Steam engine used in every economic field - adapted
 - i. “We sell what everyone desires and that is power.”
 - b. Stimulate huge wave of invention and technological innovation
 - i. Transportation – steam ships, railroads
 - ii. Electricity – telegraph – communications to the modern age
 - 3. Phase Three
 - a. New energy sources, new raw materials and new inventions
 - b. Bessemer Process – cheaper way to make steel – stronger/more useful
 - c. Electricity overtakes steam and coal as energy source
 - d. Commercial uses of petroleum
 - iii. Factory System
 - 1. Replaces domestic system – putting out system
 - 2. Thousands of new products now created efficiently and inexpensively
 - a. Interchangeable parts – Eli Whitney – machines and parts uniform
 - i. Repaired and replaced easily
 - b. Assembly line
 - i. Add only one part to a finished product
- c. Transformative effects**
 - i. Vast numbers of Asians/Africans provide labor for plantations/mines
 - ii. Transportation Revolution
 - 1. Invention of the steam locomotive – 1820s
 - 2. Steamship – 1807
 - 3. Internal Combustion Engine – 1885 – Daimler – car
 - 4. Airplane – 1903 – speed of transportation increased a bit
 - iii. Urbanization
 - iv. Development of factory system
 - v. New classes
 - 1. Birth of the working class – proletariat
 - a. Masses who worked in factories, mines, other industry
 - b. At first, made up of peasants who had abandoned agricultural work
 - c. At first, poorly treated and barely compensated
 - i. Long hours – 14 hours a day, 6 days a week
 - ii. Disgusting, crowded living conditions
 - iii. Unsafe working conditions
 - 1. fire, dangerous machines, poisonous/harmful materials
 - iv. child labor common
 - 2. Rise of middle class
 - a. merchants, bankers, factory owners, industrialists
 - b. Became landowners of agriculture as well
 - i. Farmers rented, poor laborers employed

3. Social status began to be determined more by wealth than family position
- vi. Reform movements
 1. Number of people with influence (aristocrats/middle class) see inhumanity
 2. Capitalism a positive, but need laws to keep abuses in check
 3. Government needs to act on behalf of the workers
 4. Some want to get rid of system, some want to merely reform it
 - a. Some nations do both – capitalist and socialist
 5. Reform more possible in Great Britain/United States
 - a. Has democracy, middle class, impact of Enlightenment
 - b. Not so in Russia with autocracy
 - i. Marxism more attractive here
 6. Parliaments started passing laws that limited hours, child labor, safer working conditions
 7. Labor unions formed to bargain for the big 3 – or threaten to strike
 - a. Factory owners realized happy, healthy, well-paid force productive
- vii. Eventually led to communication revolution
 1. Telegraph
 2. Telephone
 3. Radio
- viii. Major consequences
 1. countries with industrial technology had advanced military weapons
 - a. Able to conquer people who did not have this technology
 2. countries needed access to raw materials to make finished products and markets
 - a. colonies would fit both of these roles quite well
- ix. Because started in Britain – Britain becomes dominant global nation of 19th century
- x. Need for communication improvements to facilitate organizing expanding businesses
 1. Telegraph – 1837 – communicate great distances in seconds
 2. Telephone – 1876 – Bell
 3. Radio – 1890s
 4. Lightbulb – 1879 – hey, we can work into the night
- xi. Role of the individual changes
 1. Man not just working with machines, he becomes part of machine
 - a. Working to the noise of machines
 - b. Pace of work more rapid than at home
 2. Consistency of function more important than independent thought
- xii. Abuse of labor
 1. Initially overworked, underpaid, unsafe working conditions
 - a. 16 hour workdays, children as young as 6
- xiii. Living conditions change
 1. No longer fresh air and sunshine – air pollution and hazardous machinery
 2. No longer seasonal adjustments to work pattern – same product day after day
 3. Leads to despair and hopelessness
 4. Minimal police protection at first
- xiv. Literature created to reflect times
 1. Charles Dickens writes of social ills of industrialization
- xv. Philosophical – Karl Marx – Communist Manifesto
 1. working class eventually revolt and take control of means of production
 2. Instruments of power – government, courts, police, Church on side of the rich
 - a. uprising would make these instruments of power unnecessary
 3. saw flaw in capitalist system
- xvi. Conservative backlash – don't like the changes
 1. Luddites – destroyed factory equipment, protested working conditions/wages
 - a. Government exacts harsh punishments to prevent this type of protest
 - i. Sides with the wealthy...surprise
- xvii. Changes urban life
 1. bus service, sidewalks, street lights, steam heating of homes, icebox refrigeration, indoor plumbing, sewing machines, canned food, urban sewage systems, medicine
- xviii. Affected navies and armies of all countries
 1. Steam powered battleships, modern rifles, modern artillery, machine gun
 2. United States Civil War – first industrial war – 1861-1865
 - a. Franco-Prussian – 1870-1871
- xix. Influence of Industrial Nations over Nonindustrial
 1. Obviously they are conquered, forced

2. Businessmen/industrialists struck deals with local aristocrats/politicians
 - a. Encouraged monoculture – extraction of one, small set of crops/resources
 - b. Monoculture – damages environment and retards economy
 - c. “Banana Republic” – derogatory term
 - d. Exploits native workers
 - i. Money ends up in hands of a small number of aristocrats/politician
- xx. Changes after 1850
 1. Societies received higher wages, shorter working hours allowing leisure activities
 - a. Leisure time led to popular interest in theater and sports
 2. Additional employment opportunities as secretaries, salespeople, clerical jobs
 - a. Some filled by women, especially unmarried women
 3. Clothing more affordable – general population can now wear similar fashions
 4. Popular consumption led to advertising campaigns

d. Differential timing in different societies

- i. Factors of production needed for industrialization - Britain
 1. Land – including natural resources such as coal and iron ore
 2. Labor – including thousands of dispossessed farmers evicted after enclosure
 3. Capital – banking and investment interests capable of funding costs of factories and machinery
 4. Entrepreneurship – groups of individuals with the knowledge of combining land, labor and capital to establish factory production
- ii. What geographic factors needed to industrialize
 1. Industrial growth measured by iron, coal, steel, cotton production – access?
 2. Next United States, then Western Germany, France, Netherlands, N. Italy
 3. Those in South and East Europe lagged behind – agriculture based
 4. Russia totally backward thanks to serfdom - reliance on agriculture
- iii. United States
 1. By early 1800s textile factory system transported to US
 2. Production methods/technological improvements spurred industry/railroads
- iv. other European nations
 1. France and Germany complex industrial economies in 19th century
 2. Russia remains agricultural country
 - a. Government sponsored programs turn of the century
 - b. Russian banking system and protective tariffs later to protect industry
 - c. Russia ranked 4th in steel production by 1900
- v. Japan
 1. Partial Modernization under Tokugawa Japan
 - a. Partially modernization both economically and socially
 - i. Population growth steady – increased urbanization
 - ii. Agriculture – fewer people producing more – Western technique
 1. Allowed for more working class – urbanization
 - iii. Trade, commerce, manufacturing increasingly important
 - iv. National infrastructure needed – roads, canals, ports
 - v. Merchant class emerges – becomes middle class
 - vi. Awareness of scientific/technological knowledge from West – few
 - b. Problems with partial modernization
 - i. Threatened 5% aristocracy
 1. Urbanization, Western learning, growing merchant class
 - ii. So...modernization controlled in early stages
 1. Military class – samurai – control gunpowder
 2. Meiji Restoration – second half 19th century – quickly industrialized
 - a. Outside forces forced change – Commodore Perry
 - i. Friendly words, but naval bombardment for show
 - ii. Next five years, other European countries pressure Japan
 - iii. Looks like they might be headed down path of other nations
 - b. Samurai leaders in southern provinces push to end foreign influence
 - i. Sat-Cho Alliance – fires on foreign ships
 1. Fired back by Europe – reason to overthrow shogun
 2. Install Emperor Meiji to power
 - a. First emperor in 1000 years to have power
 - vi. Some Latin American countries
 1. Seen as sources for natural resources and markets

2. Not so much as potential industrial nations
 - a. Hampered by lack of local capital for investment
 - i. Industrialization would need to be financed by foreigners
- vii. Eventually to Asia and Africa in 20th centuries
- viii. Comparing Industrialization in Great Britain and Japan
 1. Sources of Capital
 - a. Britain
 - i. private entrepreneurs, capitalists
 - ii. Limited foreign investment
 - b. Japan
 - i. Government investment in initial states
 - ii. Zaibatsu – few wealthy banking, industrial families – developed large business interests
 1. Conglomerates that bought up textile mills and factories
 - iii. Limited foreign investment
 2. Energy Resources
 - a. Britain
 - i. Large domestic deposits of coal for steam power
 - ii. Large domestic deposits of iron for building machinery
 - iii. Timber running out, had to move to coal
 1. Coal mining required machine power to pump water
 - b. Japan
 - i. Has to import energy sources
 3. Availability of Technology
 - a. Developed originally in Britain
 - i. Textile mills
 - ii. First steam engine
 - iii. First steel-making process
 - iv. Replaced other methods of powering machines
 1. wind, water, animal
 - b. Japan
 - i. Had to import machinery
 4. Pool of workers
 - a. Britain
 - i. almost doubling population in 1700s – 5>9 million
 - ii. clothing industry – piecework by poorly paid women – sweatshops
 - iii. Enclosure Acts – pool of laborless workers
 - b. Japan
 - i. Also rapid population growth
 - ii. Clothing industry – sweatshops as well
 5. Transportation System
 - a. Britain
 - i. Internal railway system
 - ii. Canals
 - iii. Shipping companies for export
 - iv. Small size
 - b. Japan
 - i. Internal railway system
 - ii. Shipping companies for export
 6. Societal Changes
 - a. Britain
 - i. Reform movements
 1. Class tension, labor unions, socialism
 2. Women's suffrage
 3. Universal education
 - ii. Middle class
 - iii. Leisure time
 - b. Japan
 - i. some increased opportunity for education for women
 - ii. continued reliance on traditional family life
 1. subordinate position of women
 - iii. Class tensions

7. Summary of differences
 - a. Both followed similar paths, but Japan on fast forward
 - i. A few decades what it took Britain a century
 - ii. Didn't have to invent everything – just implement advances
 - b. Private corporations rose up
 - i. Industrialists like Mitsubishi family
 - c. Factories built
 - d. Urbanization increased dramatically
 - e. Reform instituted
- e. Mutual relation of industrial and scientific developments**
 - i. Inventions pushed industrial revolution
 - ii. Industrialization
 1. Made European nations richer > more technologically adept > boosted need for scientific knowledge to explore
 2. New weaponry in hands of westerners
 - iii. New inventions needed to extract resources from earth – colonies
 - iv. Cotton gin made textile revolution possible
 1. Extraction of clean cotton thread from raw cotton balls
- f. Commonalities**
 - i. Goes through the same process whether 18th century Britain as 20th century Nigeria
 1. Factories built in areas near towns/cities
 - a. These built near sources of power, transportation, pool of workers
 2. Shift of people from countryside to city - urbanization
 - a. Due to...caused by...
 - i. Poor harvests
 - ii. Too little land
 - iii. Too many people to feed
 3. Middle class forms
 - a. Factory managers
 - b. Shopowners
 - c. Professionals – lawyers, accountants
 4. Brutal working conditions/unsafe and unhealthy living condition leads to reform
 - a. Political reform
 - b. Socioeconomic reform
 - i. Muckrakers – propaganda writers
 - ii. Settlement houses – local buildings for kids/moms – YMCAs
- f. Comparing scientific revolution to industrial revolution
 - i. Both changed the world
 1. Knowledge spread and improvements made across cultures
 2. Though there were patents, scientists/inventors built on ideas of colleagues
 3. Collaborative effort allows for constant improvement
 - ii. Scientific Revolution – discovering, learning, evaluating, understanding the natural world
 - iii. Industrial Revolution – applying that understanding to natural ends
- c. Industrial Revolution Flow Chart
 - i. Effects
 1. Increase in need for resources and markets
 - a. Colonization
 - i. Rise of nationalism
 - a. Independence movements and revolutions
 2. Increase in urbanization
 - a. Increase in social unrest
 - i. Rise of nationalism
 - a. Independence movements and revolutions
 - ii. Changes in social thought – from Enlightenment ideals
 - a. Women's Emancipation movements
 - b. End of the slave trade
 - c. Rise of unions and laws to protect workers
 - d. Rise of Marxism
 - e. Independence movements and revolutions
 3. Improves agricultural techniques which then fuels more industrial revolution
- C. Changes in patterns of world trade
 - a. European nations seize trading networks from local/regional control
 - i. Connected them into a truly global network

IV. Demographic and environmental changes

A. Migrations

- a. Extreme hardships persisted – people dreamed of better life by escaping cruelties of home
- b. 1800-1920 50 million Europeans migrated to North/South America
- c. Push factors
 - i. Famine – Ireland
 - ii. Anti-Semitism – Russia
 - iii. Religious toleration
 - iv. Poverty
 - v. Joblessness
- d. Industrialization
 - i. Substantial numbers – especially young adults migrated from country to the city
 - a. Upset makeup of traditional family
 - ii. Movement of middle class away from city to the suburbs
- e. Patterns of immigration
 - i. European settler colonies came into conflict with native populations
 - a. Also exposed indigenous populations to disease
 - i. Not as severe a reaction as Americas
 - ii. Hawaiians and Maoris
 - ii. Need for laborers in Americas brought massive immigration from Europe
 - iii. Religious persecution
 - a. Russian pogroms on Jews

B. End of the Atlantic Slave Trade

- a. Demise from economic and practical considerations
 - i. Too expensive to obtain slaves
- b. Growing revulsion among Western countries
 - i. Moral, ethical and religious reasons
 1. Greater number of citizens/politicians unwilling to continue
 - ii. Turning point when Great Britain – 1807/1808 – wanted to make slavery illegal in all parts
 1. During peace settlement following Napoleonic Wars
 - i. Great Britain convinces other countries to follow
 2. Eventually spread to Americas
 - i. Lastly Cuba and Brazil
 - ii. America half slave and half free
 1. Make slave trade illegal first
 2. Civil War needed to make slavery illegal
 - iii. Even though illegal – still 2 million traded in 1800s
 1. Islamic states of West Africa still kept slaves – Zanzibar
 - i. Close to 5 million
 - iv. Attempts by West to end slavery
 1. Abolitionist movement
 2. Recolonization in Africa
 - i. Sierra Leone – British colony
 - ii. Liberia – American Colonization Society
 3. Eventually British ships blockaded West African shoreline
 - i. Hunted down slave ships
 - ii. Bombarded coastal fortresses
 - iii. France and US join haphazardly

V. Effects of the slave trade on Africa

1. Some believe it led Africans to rely more on slave trade than before
2. Loss of population growth
3. Internal trade relies more on importation of foreign goods
 - i. guns, textiles, alcohol
 - ii. Doesn't give Africans a chance to produce goods by themselves
4. Some argue it didn't have that much of an effect
 - i. Small proportion actually taken
5. Coastal kingdoms become ruled by warlords/merchants
 - i. Demanded kings given slaves to satisfy debts
6. Introduction of guns increased likelihood of intertribal war
 - i. Made these wars more lethal
7. Economic slump after end of slave trade – many regions became quite wealthy
 - i. Slump leaves regions open to foreign takeover in 1800s

8. Antislavery military efforts by British gave Europeans feeling they could intervene
 - i. Set precedent that it was OK to conquer

C. New Birthrate Patterns

- a. Life expectancy rose – population increase
 - i. 50% growth to 190 million from 1700-1800
- b. Decreased death rate
 - i. improved medical care
 - ii. nutrition
 - ii. hygiene sanitation
 1. gains in life expectancy in developing nations still small

D. Population Revolution in the West

- a. Middle of 18th century – population exploded
 - i. End of episodes of epidemic disease
 - ii. Improved diets – increased consumption of potatoes
 - iii. Larger number of healthy adults increased birth rates
 - iv. Lower infant mortality rates
 - v. Larger populations equal ready supply of labor
- b. After 1850 rates change again
 - i. Majority of population resides in cities
 - ii. Drop in death rate
 1. More hygienic practices
 2. Louis Pasteur – germ theory
 - iii. Drop in birth rate
 1. Families don't need to produce large families to serve as laborers on farm

E. Population Growth in the Non-West

- a. Population in Latin America doubled in 19th century
- b. China – development of sweet potato
 - i. Growing population encouraged need for improved agricultural methods/technology
- c. Japan – improvements in nutrition and medical care
 - i. Like China – strain in natural resources

F. Food supply

- a. More food available
- b. Less chance for famine

E. Natural Resources

- a. Stealing is cheaper than dealing
 - i. Gained incredible wealth
 1. Colonize, drain natural resources, don't compensate natives
 - ii. Finished goods then sold to colonies
 1. Not allowed to buy from anyone else
 - iii. Colonial powers became rich at expense of colonies
- b. Europe had coal/iron ore, but climate restricted what could be grown
 - i. Need goods from tropical climates – rubber/cotton

F. Due to colonization – world now exposed to European values

G. Landscape changes

- a. Limited raw materials depleted faster than at any time in human history

H. Increase in pollution

- a. Water supplies contaminated by human sewage and industrial waste
- b. Dark skies from coal-produced smoke
 - i. Rickets – disease of the bones – underexposure to sunlight

I. Population growth

- a. Causes
 - i. Greater agricultural efficiency
 - ii. Medical advances
 - iii. Gradually rising prosperity
- b. Population of Europe
 - i. 175 million in 1800 > 423 million by 1900

J. Urbanization

- a. Most jobs in or near cities
- b. Old cities increase in size – London passes 1 million, same with Paris, New York
- c. New cities start popping up – especially if near energy source
- d. Conditions dismal
 - i. Overcrowded – disease can spread easily
 - a. Cholera/tuberculosis

- ii. Water and air pollution horrific
 - a. Modern sewage systems rare
 - b. Heating through coal and wood
- K. Increased general level of prosperity
 - a. At first, industrialization – generates incredible wealth quickly, but it sticks to a few people
 - i. First 50 years only middle class really benefit
 - b. In 1850, when Industrial Revolution essentially over – working class starts to benefit
 - i. Benefits start to widen out – slow process
 - ii. Need reform

V. Changes in social and gender structure

A. Industrial Revolution

1. Changes Gender

- a. Poor women who had taken care of home/worked in fields shifted to
 - 1. factories/sweatshops
 - 2. putting out system – little time/space for domestic work
 - 3. Actually had more “opportunity” than middle/upper class
 - a. But I doubt they’d be too excited
 - 4. Still paid less than men
 - 5. By end of century, most working women were single
 - 6. Reform laws limited working hours of women
 - 7. Women lost manufacturing jobs of the domestic (putting out) system
 - a. Expected to return to role as homemaker/childcare provider
 - b. Upper class women
 - 1. More wealth/more servants to manage
 - 2. Less influence/power outside the home than in previous eras
 - c. New group – middle class housewives
 - 1. Lived on outskirts of cities – with servant or two
 - 2. Husbands went to work in white-collar jobs
 - 3. Like upper class women, isolated from the work world
 - 4. Relegated to afternoon social calls/drinking tea
 - 5. Victorian Age idealized women
 - a. Manners/etiquette counted
 - b. Nothing distasteful should be seen by women
 - 6. Contradiction between what was appropriate for middle class and the realities of the lower class pushed middle class to demand change – led movements
 - 7. As men earn money, women return to traditional roles
 - a. Power diminishes
 - 8. This is the group that starts organizing to demand rights/suffrage
 - 9. New culture of consumption meant to free up women to pursue activities outside of home
 - a. Sewing machines, clocks, stoves, refrigerators, ovens
 - d. Factory laborers
 - 1. Have to work long hours and fulfill traditional role as caretaker for husband, children, home
 - e. Social mobility – ability to move from one class to the next
 - 1. middle class expands
 - 2. standard of living improves
 - f. Turned husband into wage earner and wife into homemaker
- #### 2. Changes social class
- a. New aristocrats
 - 1. Those who became rich based on industrial success
 - 2. Old money vs. new money
 - 3. Wealth based on Adam Smith – Wealth of Nations
 - a. Private ownership
 - b. Middle class
 - 1. managers, accountants, ministers, lawyers, doctors, skilled professionals
 - c. Working class
 - 1. factory workers + peasant farmers
 - 2. New twist – now the massive lower class is working side by side – urbanization
 - 3. Able to daily see the huge class discrepancy
 - a. Saw elite gain wealth at their expense
 - 4. Under feudalism – people resigned to fate – that’s the way it had always been

a. But...this was a new phenomenon – saw change before their eyes

B. Commercial and demographic developments

C. Emancipation of serfs/slaves

1. Attracted reformers' interests – abolishing African slave trade/emancipating Russian serfs
 - a. Abolishing African slave trade
 - 1.
 2. Safe havens for former slaves
 - a. Sierra Leone – safe haven for former slaves, British colony
 - b. Liberia – colonization scheme for freed slaves from U.S.
 - b. Emancipating Russian serfs
 1. Serfdom continued until 1861
 2. Causes/Effects of serfdom
 - a. Dissatisfaction with their lives led to acts of violence/rebellion
 - b. Can't leave the land – Russia doesn't have pool of factory labor
 - c. Russia lacked internal market for goods – no one has money
 - d. Lacked incentive to work harder, grow more, improve land
 3. Emancipation of 1861
 - a. Now free, no longer bound to land owned by large landowners
 - b. serfs could now take more work off of land – available for factories
 - c. but...indebted freemen did not improve agricultural output
 1. Like sharecropping vs. slavery in the American South
 - d. Former serfs, peasants, now had to pay for land
 1. Valuations and taxes high, almost an impossible task
 2. But...slavery actually expands before it diminishes
 - a. Eli Whitney's cotton gin necessitated more slaves in American South
 1. Might have died out earlier – cotton farming a waste of time
 - b. Cotton gin requires a ton of cheap labor to stick cotton in machine

D. Tension between work patterns

E. Ideas about gender

1. Although in most societies status of women remained secondary, great changes
2. In West, greater awareness of unfair and unequal treatment began to spread
 - a. Stimulated by Enlightenment theories
 - b. Stimulated by active role of women in American and French revolutions
3. Industrial Revolution altered the conditions under which women worked
 - a. Shifted workplace away from the farm
 - b. Men and women both worked in mines, factories, spaces away from the home
 - c. Created a domestic sphere and separate working sphere
4. Europe and US women of lower classes compelled to enter workplace
 - a. Bore double burden of serving as primary homemakers and caregivers for their families
5. After mid-1800s, # of working women declined
 - a. Women of middle/upper class rarely worked anyway
 - b. Wages for industrial workers increased
 1. Jobs more desirable to men
 - c. Laws restricting number of hours that women and children could work
6. Cult of domesticity – stressing the women's place in the home – dominated Western culture
 - a. Men's in the workplace
7. Certain occupations open to women – child care, teaching, domestic household work, nursing
8. Strong vigorous women's movements appeared in Europe, Canada and the United States
 - a. Demanded suffrage – voting rights
 - b. Equal opportunity to work
 - c. Equal pay
 - d. Temperance
9. Handful of European nations – gave women the right to vote before World War I
10. Move toward women's equality slower in non-Western societies
 - a. in some educational level rose
 - b. property rights rose
 - c. Like West, women could work in certain occupations – agriculture, artisans, teachers
 - d. Like West – lower class women tended to enter workplace

VI. Political revolutions and independence movements

A. Major political revolutions

- a. Centralized monarchies the norm, but there's a variety
 - i. Constitutional limits in Great Britain

- ii. Total autocracy in France
 - 1. Standard method of ruling
 - 2. Absolute monarch with aristocrats that control land, wealth, political influence
- b. Common strands in modern revolutions
 - i. influence of the intellectual movements and ideas
 - 1. democratic principles of the Enlightenment
 - 2. Marxist principles that underlie Communism
 - ii. Importance of peasants and urban workers as actors in revolutions
 - iii. shift to authoritarian rule in movements that began as democratic uprisings
- c. Major themes
 - i. Enlightenment philosophies that education and reason could improve society
 - 1. Spurned revolutions in N. America, France, Haiti
 - ii. Latin American independence movements flourished first part of 19th century
 - iii. Turn of the century – early 20th – Chinese dynastic rule ends
- d. United States
 - i. Causes/Impetus
 - 1. Frustrating mercantile policy of Great Britain
 - a. Drove American nuts – OK when they weren't enforced, but...
 - b. Common theme in revolutions – frustration with economic exploitation
 - 2. Dependent status of colonies symbolized by “no taxation without representation”
 - 3. Enlightenment ideas
 - a. Inspired the revolution itself
 - i. John Locke – social contract
 - 1. People gave rights in exchange for gov't maintaining order
 - 2. People could overthrow gov't if they don't
 - b. Inspired the type of government that was created after it succeeded
 - 4. Debt from Seven Years War – French and Indian War
 - a. Changed the boundaries of two empire's worldwide possessions
 - b. Felt Americans should share in costs of war
 - c. Frustration with “taxation without representation”
 - 5. Restrictions after Seven Years War
 - a. Couldn't migrate to Appalachian territories
 - i. Brits couldn't protect Americans w/ Native Americans
 - ii. Stages
 - 1. Noncompliance with British laws
 - 2. Reprisals by the British
 - 3. Protests: boycotts, violence, letters and declarations to the British crown
 - a. Famous pamphlet – Common Sense – Thomas Paine
 - i. Before – most colonists apathetic – British sympathy
 - 1. Or...Britain too strong to defeat
 - ii. Said monarchy takes away from American's natural rights
 - 1. Printing press became powerful tool
 - 4. Cycle of escalating protests and reprisals
 - a. Boston Harbor – terrorism > British troops stationed in Boston
 - b. Conflict at Lexington and Concord
 - 5. Declaration of Independence – 1776
 - 6. War
 - 7. Alliances with Britain's enemies
 - a. France more than happy to help out
 - i. 1777 French committed ships, soldiers, weapons and money
 - ii. 1781 French and British troops cornered Cornwallis
 - 8. Defeat of the British forces
 - 9. Peace Treaty, 1783
 - iii. Outcome/Effects
 - 1. Establishment of the United States of America in 1776
 - 2. Recognition by other nations and finally the British
 - 3. Loss of territory and revenues by the British
- e. France
 - i. Causes/Impetus
 - 1. Long-term effects of rule by absolute monarchy
 - 2. Policies of Louix XVI
 - 3. National debt and financial collapse

- a. Living in lavish luxury at Versailles
 - b. France's war debts
 - c. Droughts damaging French harvests
 - d. Spending of Marie Antoinette
 - e. Catalysts
 - i. Inflation, unemployment, poor harvests, food shortages
 - f. Nobility scoff at spending restrictions
 - g. Louis XVI needed to raise taxes
 - i. Unfair tax system – wealthy First/Second Estates exempt
- 4. Privileges accorded the nobility; abuses
 - a. Wide social and economic gap between ordinary citizens and the country's elite
 - b. Second Estate – 2% of population
- 5. Privileges accorded the Roman Catholic Church; abuses
 - a. First Estate – 1% of population
- 6. Rise of the bourgeoisie; rivalry for power with nobles and Church
 - a. Frustrated middle class – possessed wealth and education
 - b. Seen as equals to the peasants of the Third Estate
- 7. Conditions of peasants; series of poor harvests
- 8. Conditions of urban workers; sans culottes
- 9. Enlightenment ideas; philosophers
 - a. Many of whom were French
 - b. Made powerful arguments in favor of
 - i. Fair government
 - ii. Equal treatment of all citizens
 - iii. Separation of governmental powers
 - iv. Civil rights
- 11. Example of the American revolution
 - ii. Stages
 - 1. Four stages
 - a. Aristocrats challenge king
 - i. Louis XVI calls Estates General – hadn't met in 175 years
 - 1. Bourbon monarchs ruled through divine right
 - b. Bourgeoisie challenge voting process in Estates-General
 - i. Three Estates – clergy, nobility, everybody else
 - ii. Third Estate wants sweeping changes that would hurt others
 - 1. Other two outvote 2-1
 - 2. Third Estate declared themselves National Assembly
 - a. Tennis Court Oath
 - b. Demanded a Constitution – not just change
 - iii. King pressures other two to join National Assembly
 - c. Popular revolution, the people in the cities, Paris especially support bourgeoisie
 - i. Storming the Bastille – July 14, 1789 starts wave of revolution
 - 1. Found out Louis XVI actually summoned troops
 - 2. Sans-culottes radicals utilized for muscle
 - d. Peasants in the countryside support the revolution in Paris
 - i. Peasants attack nobility and clergy
 - ii. Louis XVI and Marie Antoinette brought to Paris for "safety"
 - 2. French Republic: National Convention
 - a. Adopt Declaration of the Rights of Man
 - i. Natural rights based on the Enlightenment, English Bill of Rights and the Declaration of Independence
 - ii. "liberty, property, security, and resistance to oppression"
 - iii. Guaranteed freedoms of the press/religion – increased voting rights
 - iv. These ideas swept across Europe – encouraging other revolts
 - 1. Freedom, equality, rule of law
 - b. Abolished the feudal system
 - c. Altered the monopoly of the Catholic Church
 - i. Freedom of worship
 - d. 1791 – Constitutional monarchy
 - i. Angers those who want to get rid of king

- ii. Angers those who want to preserve feudal system
- e. Austria (Marie Antoinette's home country)/Prussia invade to restore monarchy
- f. New constitution – Jacobins, National Assembly replace king > republic
- g. Reign of Terror
 - i. Afraid of foreign threats (Britain and Spain join)
 - 1. Afraid of domestic chaos
 - ii. Committee of Public Safety – all powerful enforcer of revolution
 - 1. Beheading tens of thousands of Frenchmen
 - iii. Went too far, leader Robespierre eventually beheaded
 - iv. Universal male suffrage - precedent
 - v. Universal military conscription - precedent
- 3. Directory
 - a. Five man government – 1795
 - b. Weak at dealing with domestic problems
 - c. Good at building up military
 - i. Great strategy – focus on issues abroad – take mind off of domestic problems
- 4. Unsolved problems
 - a. Continuing war with Great Britain, Austria
 - b. Corrupt politicians
 - c. Bread riots
 - d. Anger over policies related to the Church
 - e. Growing royalist support
- 5. Cycle of revolution
 - a. Initially – liberal nobility + wealthy middle class
 - b. This doesn't go far enough – radical representatives of poor take over
 - c. This is too radical – end up moving to middle – conservative backlash
 - d. People want the good ol' days – go back to an autocrat
- iii. Outcome/effects
 - 1. National Assembly – Moderate Phase – 1789-1792
 - a. Formal abolition of feudalism
 - b. Declaration of Rights of Man and the Citizen
 - c. Revocation of privileges of the Roman Catholic Church
 - i. Reorganization of the Church under the state
 - d. Set up limited monarchy – Louis XVI sat on throne, but power to assembly
 - e. Didn't go far enough
 - i. Rights not extended to Jews, Protestants, blacks
 - ii. Not extended to women
 - a. Major role as intellectuals, organizers, workers of Revolt
 - 2. National Convention – Legislative Assembly – Radical Phase – 1792-1794
 - a. Abolished the monarchy and the aristocracy
 - a. As protection from foreign threat
 - a. Attack from Austria/German states
 - b. Emigres plotting return of throne
 - b. Royal family even plotted with nobles from foreign countries
 - a. Eventually captured trying to escape France
 - b. Extended suffrage to more but not all male citizens
 - c. People getting more ticked off
 - a. Economy worsening
 - b. Threat of foreign invasion
 - a. Prussia, Russia, Austria, Great Britain try to maintain monarchy – a bit nervous about precedent
 - d. Committee of Public Safety
 - a. Mobilized entire economy for combat
 - b. Instituted world's first national draft
 - e. Reign of Terror (Jacobin Club)
 - a. Searching for spies, traitors, counterrevolutionaries
 - b. Civil liberties irrelevant – no due process
 - c. Even other radical parties targeted
 - d. 300,000 arrested – 30,000 put to death
 - 3. Directory – Thermidorian Reaction – 1794-1799
 - a. Robespierre killed

- b. 5-man council, absolute power
- 4. Napoleon “asked” to assume power
 - a. 1799 overthrows Directory
 - b. “Voted” in as First Consul by popular vote
 - c. Creates new Constitution (4th Constitution)
 - d. Good or bad
 - i. Bad
 - 1. wars lasted for years, cost a ton, killed a ton
 - 2. Denied women basic rights
 - 3. Censored speech and the press
 - ii. Good
 - 1. Bank of France
 - 2. Napoleonic Code – Civil Law Code – French law
 - 3. Established universities
 - 4. Granted religious freedom
 - d. Domestic reforms
 - i. Agriculture, infrastructure, public education altered
 - ii. Normalized relations with the Church
 - iii. Restored tolerance of other religions
 - iv. Napoleonic Codes – equality of Frenchmen
 - 1. Paternalistic – women/children severely limited
 - 2. Recognized basic rights of men
 - e. External impact
 - i. Fended off aggressors and made France an aggressor
 - ii. Conquered Austria, Prussia, Spain, Portugal, Italy
 - iii. Dissolved Holy Roman Empire
 - 1. Becomes confederacy of German states
 - iv. Makes himself king of new empire
 - v. Power undermined by nationalistic uprisings and guerilla warfare
 - vi. Defeated in Russia
 - 1. Lured into Moscow, but then city was burned
 - a. No way to house troops, hung out to dry
 - 2. Retreat back to France turns into disaster
 - vii. Army decimated – Napoleon exiled
 - f. Austria, Russia and Britain unite to overthrow Napoleon again upon return
 - i. Finally exiled to St. Helena – eventually dies
 - g. Congress of Vienna – 1815
 - i. Maintain balance of power in Europe – no major wars for 100 yrs
 - ii. France not punished, just returned borders to pre-Napoleon levels
 - iii. Reaffirmed absolute rule
 - 1. returned monarchs to France, Spain, Holland, Italy
 - iv. Ignored ideals, rights established during French Revolution
 - 1. Return Europe to the good ol days or autocracy
 - 2. Agree to fight liberal reforms
 - 3. Political controls actually tighten
 - a. Limited freedom of expression, press, censorship
 - b. More secret police forces
 - v. Very conservative
 - vi. Peace could be secured if equilibrium of geography/military kept
 - 1. Austrian Klemens von Metternich’s Congress System
 - a. Concert of Europe
 - h. Impact of French Revolution
 - i. Didn’t the Revolution fail?
 - 1. Dream of popular government faded – Comm Pub Safety
 - a. Napoleon a dictator
 - b. Old royal family actually restored to power
 - ii. But...
 - 1. It did do away with absolute monarchy
 - 2. monarchs still sat on thrones – no longer all-powerful
 - a. Yield to ministers, parliaments, assemblies
 - 3. Gov’ts had to be more attentive to people’s needs
 - 4. Starts trend of greater popular representation
 - 5. Can no longer ignore the voices of the people

- 6. Spread the ideals of the revolution outside France
 - a. Thanks to Napoleon
- 7. Creates spirit of nationalism throughout Europe
 - a. Reaction to Napoleon's invasion
- i. Aftermath of Napoleonic Wars
 - i. Spirit of conservatism following 1815 defeat of Napoleon
 - 1. Restore monarchs
 - 2. Maintain balance of power to prevent future conflicts
 - ii. Liberalism
 - 1. Protect the rights of the properties class
 - iii. Radicalism
 - 1. Broader suffrage and social reforms for the lower class
 - iv. Nationalism unites Italy and Germany
- iv. Comparing American and French Revolutions
 - 1. US – colonial uprising against imperial power – independence movement
 - 2. French Revolution – more of a revolution
 - a. Actually want to change political/economic system
 - b. Not merely a transfer of power from one elite group to another
 - c. Social-political structure radically changes
 - i. For US/Britain – structure remains essentially the same
 - 3. But US a revolution – set precedent for colonies breaking away from empires
 - a. First to break away since Age of Exploration – 300 years
 - b. Ideas adopted in Declaration of Independence, Constitution and French Revolution borrowed around the world
- v. Politics in Europe – 1815-1848
 - 1. Great Britain
 - a. History of parliamentary system
 - b. Slow progress toward liberties
 - c. Less than 5% actually participated in parliament
 - d. Lower classes lobby for more powers
 - i. Govt gradually gives in to demands to avoid rebellion
 - 2. France
 - a. Unlike Britain's gradual reforms, France has a few mini-revolutions
 - b. Louis XVI family returns – parliamentary monarchy
 - c. Replaced by “Citizen King” – but still didn't go far enough
 - d. Leads to revolution of 1848
 - 3. Central and Eastern Europe
 - a. Remained more oppressive
 - b. Prussia remained militaristic and authoritarian for years
 - i. Though technically emperor shared power with legislature
 - c. Russia – tsar continued to be all-powerful
 - i. Serfdom kept people down – inefficient and kept economy back
- vi. Revolution of 1848
 - 1. Massive disturbance that shook every country of Europe
 - 2. Underlying causes
 - a. Impatience with over three decades of reactionary (conservative) rule
 - b. Social and economic negative effects of Industrial Revolution
 - c. Growth and strength of nationalism
 - d. Long series of economic downturns and bad harvests – “Hungry Forties”
 - i. Irish Potato Famine – best-known, most deadly
 - 3. Events
 - a. France – Citizen King Louis Philippe refuses reform demands
 - i. Revolts result – Napoleon's nephew – Louis Napoleon – takes over
 - ii. Metternich – “Everytime France sneezed, Europe caught cold”
 - b. Ideas spread to rest of Europe
 - i. Only Britain (liberal) and Russia (ultra autocratic) weren't effected
 - ii. Revolution broke out lasting months
 - c. Eventually all revolutions crushed or faded away
 - 4. Effects
 - a. Forced king of Prussia, emperor of Austria to grant constitutional reforms
 - b. Demonstrated power of nationalism
 - c. Laid the groundwork for unification of Germany and Italy
 - d. Political, social and economic issues of people HAVE to be met

e. Haiti

i. Impetus/Causes

1. Appeal of Enlightenment ideals to creoles and mulattoes
2. French Revolution as inspiration to slaves
3. Success of American Revolution – maybe timing was right
 - a. Revolts/uprisings before, but they always failed
 - b. Now... Europe in chaos with rise and fall of Napoleon - distracted
 - i. Rebellious leaders opportunity to assert themselves
4. French mercantilist policy
 - a. exported coffee, sugar, cocoa, indigo from Haiti
 - b. few large plantations with hundreds of thousands of slaves
 - i. By 1800, 90% of population slave

ii. Stages

1. Slave insurrection of 1791
 - a. Toussaint L'Ouverture – former slave
2. Britain and Spain send troops; slaves and French join to oust them
3. At the end of civil war, slaves freed and in power; still a French colony
4. 1802, troops under Napoleon sent to end rule of former slaves
5. Defeat of the French by rebels and disease
 - a. Haitians capable fighters
 - b. Yellow fever wipes out soldiers
 - c. L'Ouverture captured and imprisoned in France
 - d. Napoleon gives up attempt to reconquer Haiti

iii. Outcome

1. Independence declared in 1804
 - a. Jacques Dessalines – also slave – governor-general for life
 - b. Haiti first independent nation in Latin America
2. Civil war among rival factions
3. Independent republic established in 1820

iv. Long term effects

1. Napoleon chose to abandon effort to maintain French colonies in North America
2. Sold vast Louisiana Territory to US for bargain
 - a. Gave US control of the N. American continent
 - b. Brought about major shift in global power – enter US

f. Latin American Wars of Independence

i. Causes

1. Growing sense of national identity – same as US
2. Local resentment of Spanish/Portuguese economic policies – same as US
3. Frustration of American born Creole upper and middle class
 - a. Would never be seen as equal to European born rulers
4. Spark/catalyst was Napoleon
 - a. Confusion over who was ruling
 - b. Perfect opportunity to take advantage

ii. Political difficulties of 19th century Latin America

1. Freedom alone did not bring about good government, social justice, health economy
2. Political breakdown – instead of a few states, many independent smaller states
3. Failure of constitutional rule
 - a. Based on Napoleonic Law, US and French revolutions
 - b. But...imposed artificially on Latin America
 - c. Because there was no tradition of constitutions, civil liberties, political right
 - i. It all just became words...red alert – consider connection to Iraq
4. Prevalence of dictatorial/military rule
 - a. Caudillos – military/political strongmen
 - i. personal charisma, military force and/or oppression
 - b. Reformers and liberals try to change, but doesn't happen

iii. Economic backwardness

1. Hundreds of years of shaping toward merely extracting natural resources
2. Emphasized monoculture – one major crop – or a few crops
3. Created condition that required importing finished goods
4. Required large reserves of slaves/cheap labor to survive
5. Failure to diversify economies means plantation owners need to recreate conditions to turn a profit
6. Slow to modernize/industrialize

- iv. Social and Racial Divisions
 1. Social inequality persisted regardless of laws
 2. People of mixed race, Indians, blacks victims of informal prejudice
 3. Economic income gap only worsened in 1800s
 4. Slavery even continued into 1800s in Brazil and Cuba
- v. Huge foreign influence persisted
 1. United States sets up sphere of influence
 2. Europeans either install or influence who will be leader
- f. Mexico (Revolution #1) – 1810>1820
 - i. Impetus/Causes
 1. Revolution in Haiti
 2. Distraction of Spain by its war with France
 - ii. Stages
 1. El Grito de Dolores! Call to arms by priest
 - a. Miguel Hidalgo – Creole priest – sympathized with Spanish abused
 - b. led mestizos and Native Americans in rebellion in 1810
 - c. Easily put down by Spanish – revolt – Hidalgo killed
 2. Fighting continued under new leader, killed in 1815; some scattered fighting
 - a. Jose Morelos – picked up where Hidalgo left off
 - b. Fought the loyalists
 - a. Landowners turned against when he claimed redistributing land
 - b. 1815 Morelos executed
 3. 1821 conservative creole joins with rebels and declares Mexico independent empire
 4. 1823 emperor overthrown by liberals
 5. 1824 republic created
 - iii. Outcome/Effects
 1. First rebellions demanded reforms such as abolition of slavery
 2. Lack of support from creoles for insurrection; collapsed
 3. Under republic, after years of turmoil, little change for ordinary mestizos/Natives
 4. French occupation
 5. Reforms instituted under Benito Juarez
- g. Mexico (Revolution #2) – 1910-1917
 - i. Impetus/Causes
 1. Long dictatorship of Porfirio Diaz
 2. Unequal distribution of wealth: a few wealthy landowners and mass of desperately poor peasants, factory workers, miners
 3. Liberal reformers
 - ii. Stages
 1. Demand for free elections; Diaz resigns
 2. Succeeded by Francisco Madero as president; murdered after two years
 3. Civil War: Pancho Villa, Emiliano Zapata
 4. 1917 election – Venustiano Carranza as president
 - iii. Outcome/effects
 1. Constitution of 1917 still in effect
 - a. Broke up large landholdings
 - b. Nationalized ownership of natural resources and Church property
 - c. Restricted religion
 - d. Provided for minimum wage
 - e. Extended suffrage to all males
- h. China
 - i. Impetus/Causes
 1. Increasing power of foreign nations
 2. Defeat in Sino-Japanese war in 1895
 3. Spread of reform ideas among Western-educated Chinese
 4. Discontent of poor rural peasants
 5. Grant of power to provincial governments by Qing in an effort to stem uprisings
 - ii. Stages
 1. Abortive rebellions in late 1800s
 2. Leadership of Dowager Empress Cixi
 - a. Concubine that “ruled” for nephew into adulthood
 - b. More oppressive rule
 - i. Opposed all reform – pro-Western treason

- ii. Even arrested nephew/killed reformers when they tried “Hundred Days Reform”
 - c. Outlying possessions slipped away – Tibet, Gobi Desert, Mongolia
 - 2. Chinese Revolution of 1911
 - a. Provincial secessions
 - b. Declaration of republic
 - 3. Empire under Yuan shih-K’ai
 - 4. Years of civil war and chaos
 - 5. Establishment of republic in 1927 under Nationalist/Kuomintang Party
 - iii. Outcome/effects
 - 1. Abdication of Qing (Manchu) emperor in 1912
 - 2. Yuan declares self emperor – dies in 1916
 - 3. Warlords in power across China
 - 4. Unification of much of China begun under Sun Yat-sen
 - a. Sun Yat-sen – father of modern China
 - i. United a number of opposition groups – Revolutionary Alliance
 - ii. Military takeover that would become constitutional democracy
 - iii. People’s Principles
 - 1. Nationalism – opposition to Manchu Rule
 - 2. Democracy
 - 3. People’s Livelihood
 - iv. Actually in America when revolt started
 - b. Chinese Republic – 1912 – Sun as president
 - i. Nationalist Party – Kuomintang
 - ii. 1st time in history ruled not by imperial dynasty/foreign conqueror
 - 1. Politician brought to power by popular action
 - iii. Sun eventually forced to step down
 - iv. Civil war results
 - b. Aided by Soviets
 - 5. Chiang Kai-shek successor to Sun
 - a. Leads nationalist republic
 - 6. Fight for control of China with Communists under Mao Zedong
- i. Latin America
 - i. Venezuela
 - 1. Cause
 - a. Disputed authority – Napoleon appoints brother Joseph Bonaparte to Spanish throne
 - i. Who to follow – Spanish or French?
 - 2. Events
 - a. Simon Bolivar – Venezuelan leader
 - i. Enlightened educated – traveled to Europe/United States
 - ii. Establishes national congress
 - iii. Royalists – defenders of crown – declare war
 - b. Bolivar wins – envisions United States like South America
 - i. Gran Colombia results – Columbia, Ecuador, Venezuela
 - ii. Other nations become independent
 - ii. Argentina
 - 1. Cause
 - a. Disputed authority – see French/Spanish issue above
 - 2. Events
 - a. Jose de San Martin – American-born Spaniard (Creole)
 - i. Officer in Spanish army defects and leads rebels
 - b. Joins with Bernardo O’Higgins of Chile
 - c. Take revolution through Argentina, Chile, Peru
 - d. By 1820s, huge chunk of South America freed from Spanish rule
 - iii. Brazil
 - 1. Cause
 - a. Napoleon invaded – Portuguese king – John VI flees to Brazil
 - i. Sets up Portuguese government from Brazil
 - ii. 1821 – Napoleon defeated, so John returns to Portugal
 - iii. But...leaves behind his son Pedro to rule
 - 2. Events
 - a. Pedro was 23, spend entire life in Brazil

- b. Declares independence for Brazil and makes himself emperor
 - c. 1831 Pedro gives power to sequel Pedro II – rules most of 19th century
 - i. So...Brazil had early advantage of stable monarchy/gov't through independence
 - ii. Accomplishments
 - 1. Abolished slavery in 1888
 - a. Angers landowning class – they revolt in 1889
 - b. Set up a republic
 - 2. Major exporter of coffee
- iv. Effects of Latin American independence movements
 - 1. Europe booted out of vast chunks of American continents during 50 year period
 - 2. But...independence not accompanied by widespread freedom
 - a. Slavery still existed for decades
 - b. Peasants still worked on huge plantations owned by few landowners
 - c. Middle class/merchant class didn't emerge
 - d. Enlightenment ideas didn't spread beyond landowning class
 - 3. Why weren't changes in South America?
 - a. Catholic Church remained very powerful in Latin America
 - i. Many priests fought for peasants, some martyred selves
 - ii. But...Church hierarchy wanted to maintain status quo
 - iii. Church – one of largest landowners in Latin America
 - b. Economies largely dependent on Europe
 - i. Still participated in European mercantilism
 - ii. Specialized in a few cash crops
 - 1. Didn't diversify – similar to US South
 - iii. Exported almost exclusively to Europe
 - 4. Exceptions
 - a. Chile diversified economy fairly successfully
 - b. Brazil and Argentina had some social reforms/broadened economies
 - i. Middle class results

j. Russia

- a. Keeps control over vast territory by giving absolute power to czars
 - 1. Majority of people serfs with no rights
 - 2. Alexander I and Nicholas I used secret police to squash rebellions/reform
- b. Reforms
 - 1. 1860s Alexander II – Emancipation Edict – abolish serfdom
 - a. Serfs given small plots of land
 - i. Had to give huge payments to the government
 - ii. Difficult to improve situation
 - iii. Some move to cities to work in industries – harsh conditions
 - 2. Beginning of some arts flourish
 - a. Tolstoy – Anna Karenina and War and Peace
 - b. Dostoyevsky – The Brothers Karamazov
 - c. Tchaikovsky – Swan Lake and Nutcracker
 - 3. Russification – all Russians had to learn Russian language/convert to Orthodoxy
 - a. Anyone who didn't comply was persecuted – especially Jews
 - 4. Nicholas II doesn't react to revolution
 - a. Socialists began to organize
 - b. Tried to rally Russians around the flag, but humiliated against Japanese
 - 5. Moderates march on czar's palace peacefully – ask for reform
 - a. Czar sends his troops against protesters – Bloody Sunday – 1905
 - 6. In response, Czar attempts legislative reforms
 - a. Appoints Prime Minister – Peter Stolypin
 - b. Creates Duma
 - i. Has no real power
 - ii. Everytime they're about to make a change, czar disbands

k. India

- 1. Educating native elite backfired
 - a. Larger numbers of these educated agitated for freedom
 - b. Saw that it was hypocritical for British not to apply liberties to India
- 2. Indian National Congress – 1885
 - a. English speaking, educated members of upper class
 - b. Most influential – Mohandas K. Gandhi – 1869

- i. Lived in S. Africa from 1893-1915
 - a. Defended rights of Indian workers living under apartheid
- ii. Returned to India as central figure in freedom movement
 - a. Policy of nonviolent resistance

B. Major independence movements

- a. Latin American independence movements
 - i. Mexico's revolution unique
 - 1. Revolution of mestizos and Native Americans
 - ii. Other Latin American revolutions
 - 1. Led by wealthy, educated creoles
 - 2. Newly independent nations replaced governing peninsulares with elite creoles
 - 3. Little changed for the majority of the people
 - a. Mestizos
 - b. Mulattoes
 - c. Native Americans
 - 4. Causes/Impetus
 - a. Simon Bolivar and Jose de San Martin
 - i. creoles both familiar with Enlightenment writings
 - b. Spain engaged in wars with Napoleon
 - 5. Stages
 - a. Between 1808>1824 all Spanish colonies became independent nations
 - 6. Outcome/Effects
 - a. Bitter rivalries for power led to civil wars and more turmoil and suffering
 - b. Little social, political, economic reform accomplished in former Spanish colonies
 - c. Legacy of caudillo, strong man/military ruler, as head of government

C. New political ideas

- a. Rise of nationalism
 - i. Consequences of Napoleonic era was intensified nationalism
 - 1. Feelings of connection to one's own home, region, language, culture
- b. Marxism
- c. Liberalism
- d. Conservatism
- e. Anarchism
- f. **Rise of nation-states**
 - i. Unifications
 - 1. Italy and Germany were still feudal
 - a. Center of warfare among the European powers
 - b. Italy and Germany eventually unify which changes balance of power
 - 2. Italy
 - a. Status before unification
 - i. Mid-19th century – tangle of foreign controlled small kingdoms
 - a. Austria has North
 - b. France has Rome and Papal States
 - c. Spain has two Sicilies in the South
 - d. Only Sardinia controlled by Italians
 - b. Events toward unification
 - i. Victor Emmanuel II – king of Sardinia + Count Camillo Cavour
 - a. Both Sardinians push nationalism
 - ii. First Cavour sides with Europeans to kick out Austrians
 - iii. Giuseppe Garibaldi – Italian nationalist kicks out Spain
 - iv. By 1861 most of Spain unified under Victor Emmanuel
 - v. Sided with Prussia to push out Austria
 - vi. France withdraws in 1870
 - c. Effects
 - i. Some still upset that parts of Austria and France aren't Italian too
 - ii. Tough to unify culturally since it had developed regionally
 - iii. But...now able to assert itself on the world stage
 - a. Impacts Europe in the next century
 - 3. Germany

- a. Status before unification
 - i. German and Austrian Empire provinces not united since Holy Roman Empire
 - a. After Peace of Westphalia – Austria/Prussia dominated
 - ii. Prussia under Frederick the Great pushed Industrial Revolution
 - a. Supported education – talented workforce
 - b. Events toward unification
 - iii. William I in 1861 appoints Otto von Bismarck prime minister
 - a. Goal – build the military
 - b. Consolidating the region under Prussia’s authority
 - i. Defeated Austria, convinced Europe to not help
 - ii. More wars to bring in other German regions
 - iii. Brings in Catholic German states through war
 - 1. Unite against France in 1870
 - iv. King William II then emperor of the German Empire
 - a. Second Reich – “second empire”
 - b. First Reich – “Holy Roman Empire”
 - c. Effects
 - i. Germany quickly industrializes
 - a. Strong economic/political power
 - ii. William II forced Bismarck to give up role
 - a. Becomes undisputed emperor in 1888
 - b. Built huge navy
 - c. Pursued colonial ambitions in Africa and Asia
 - iii. Germany becomes world power
 - a. By 1914, thought they could take on anyone
- g. Movements of political reform
- i. Gradual Move Toward Representative Government
 - 1. 2nd half of century moved toward representative govt
 - 2. Why?
 - a. Industrialization, modernization, urbanization, population growth
 - i. Too many issues for one man to handle
 - 3. Even in less democratic nations, power still spread to advisers, agencies, ministries and institutions
 - ii. Reform and Democracy in Great Britain
 - 1. Liberal and Conservative parties agreed to expand suffrage
 - a. Second and Third Reform Acts – 1867/1885 – universal suffrage
 - 2. Problems still existed
 - a. Aristocracy trying to retain privileges
 - b. Growing middle class has ambitions of higher status
 - c. Enormous working class striving for equality
 - i. Labour Party ends up replacing liberal (middle class) party
 - d. Irish home rule
 - i. Should North – split Catholic/Protestant remain British or Irish
 - ii. Should Ireland be set free
 - iii. Democracy in France
 - 1. Louis Napoleon renamed himself Napoleon III
 - a. Cancelled out some of the post-1848 liberties
 - b. Deposed after losing Franco-Prussian war of 1871
 - 2. 1871 onward – France becomes democratic republic – universal suffrage
 - a. Fourth Republic
 - b. Still had problems
 - i. Corruption and financial scandal
 - ii. Dreyfus Affair – Jewish officer accused of selling secrets to Germ
 - a. Exposed anti-Semitism
 - b. Pitted left vs. right – innocent vs. guilty
 - iv. Unification of Italy and Germany
 - 1. Showed power of nationalism – more powerful than demand for democracy
 - 2. Unified through combination of war and diplomatic intrigue/maneuvering
 - a. Garibaldi – Italy
 - b. Von Bismarck - Germany
 - v. Austria-Hungary

1. More conservative, but moved away from autocracy
 2. 1861 Emperor Franz Josef shared power with parliament
 3. Struggled on how much power to give to ethnic minorities
 - a. Czechs, Poles, Slovaks, Croats, Serbs, Italians, Hungarians
 - b. Minorities want autonomy – self-determination
 - c. 1867 – Largest minority forced Austrians to give power
 - i. Ausgleich – “compromise” – becomes Austria-Hungary
- vi. Germany
1. Had to make concessions to growing working class
 - a. Trade unions and socialism growing in power/influence
 2. Universal suffrage for Reichstag
 - a. But...upper class votes weighed more than lower-class votes
 3. Laws for employment benefits
 - a. unemployment insurance
 - b. disability insurance
 - c. pensions
 - d. shorter work day
 - e. Some workers actually better off than western world
- vii. Russia
1. Remained most autocratic
 2. No constitution, and until 1905 – no elected body
 3. Following embarrassing defeat in Crimean War – 1853-856
 - a. Tsar Alexander II forced to implement liberal reforms
 - i. Modernize Russia
 - ii. Emancipation of serfs in 1861
 - iii. Lightened censorship
 - iv. Widened powers of local government
 - v. 1881 – Alexander II assassinated by radical terrorists
 - b. Future tsars reversed policies
 4. 1905 – Uprising forces Nicholas II to share power with Duma
 - a. But...Nicholas II ignored or disbanded Duma – neutered
- viii. Japan
1. Tokugawa Shogunate in the 18th century
 - a. Ruled by Tokugawa clan – seized control in 1600s
 - b. Technically authority with emperor, reality with shogunate
 - c. Top of society – samurai – warrior class
 - d. Early successes
 - i. Helped centralize Japan
 - ii. Transformed from warring collection of states to peaceful country
 - e. Problems
 - i. Highly dictatorial
 - ii. Stratified society with no chance for social mobility
 - iii. Few personal freedoms – people left out of politics
 - iv. Isolated self from rest of the world
 - a. Only relations with Korea, some China, Dutch – Nagasaki
 2. Meiji Restoration
 - a. Meiji Restoration of 1868 began Japan’s modern age
 - i. Irony – rebellion anti-Western in nature, but
 - a. Must embrace West to survive/compete
 - ii. Revolution from above
 - a. Meiji’s govt radically alters politics, economics, social
 - b. Politics
 - i. Abolishes feudalism
 - a. Samurai have positions of power
 - b. No hereditary privileges
 - c. Stop payment to samurai
 - d. Samurai couldn’t wear swords
 - ii. Formal law code – Civil Code of 1898 drawn up
 - iii. Constitution of 1890 – elected parliament – Diet
 - a. Suffrage quite low – 5% - property qualifications
 - b. Emperor still has power over Diet
 - c. Created oligarchy – rule by Meiji and advisors
 - d. Less restrictive, but hardly representative

D. Overlaps between nations and empires

VII. Rise of Western Dominance

A. Economic

- a. Technological, economic military rise of the West
- b. Altered the balance of global power
- c. Industrialization replaced agriculture as largest, most important sector of economy
 - i. Began in England 18th and 19th century through Europe, later rest of the world
- d. Dominant mode of economic organization – free-market, laissez faire capitalism
 - i. Commerce and banking – foundations of money-based economy – not land-based
- e. Transformed class structures
 - i. Aristocracy based on land and family prestige faded
 - ii. Those employed in agriculture shrank
 - iii. Middle class grew tremendously, gained great wealth, diversified
 - iv. New lower class – industrial working class was born
- f. Industrialization led to urbanization – cities grew in size, more cities established
- g. First decades of industrialization painful for lower classes
 - i. Working conditions poor, wages were low
 - ii. Over time, industrialization greatly raised the average prosperity of a society's population
 - a. Even lower classes benefit over time
- h. Non-Western worlds adopt industrialization in varying ways
 - i. Some European imperial powers introduced to colonies
 - ii. Rulers of free non-Western nations tried to impose from above
- i. Slavery still key to 18th/19th century world economy
 - i. Africa primary victim of slave trading
 - ii. East African and Atlantic Slave Trade continued into the 1870s/1880s
- j. Fall of mercantilism, rise of capitalism
 - i. Economies more likely to flourish if left alone to function freely
 - a. Need competition, free trade, laws of supply and demand create greater wealth
 - b. Adam Smith – Wealth of Nations – 1776 – “invisible hand” of supply and demand
- k. “dismal science” – negative view of capitalism
 - i. Thomas Malthus – Essay on Population – 1799 –
 - a. Population growth led to poverty
 - b. War, disease, starvation – necessary to control population
 - ii. David Ricardo – “iron law of wages”
 - a. Employer will pay lowest possible wage to make money
 - b. If supply of labor goes up, salaries will drop
- l. Socialism, Marxism and Communism
 - i. Socialism – economic competition is inherently unfair and leads to injustice/inequality
 - a. Utopian socialists – with good planning and regulation – everyone can be happy
 - ii. Marxism – more radical socialism – Communist Manifesto
 - a. History always driven by class struggle between upper class/lower class
 - i. Karl Marx – all history result of class struggle - bourgeoisie vs. proletariat
 - a. middle class vs. working class
 - c. Workers would overthrow which would lead to communism – revolution necessary
 - i. Would eventually revolt and form “dictatorship of the proletariat”
 - a. Would ensure social and political freedom
 - ii. No longer a need for the state – eventually wither away
 - iii. Result – pure communism – classless society
 - iii. Communism
 - a. Ideally – perfect justice, social equality and plenty

B. Political

- a. Broad trends
 - i. World affairs determined by policy choices in Europe
 - ii. United States broke away from English rule, went on to dominate Americas
 - iii. Spanish/Portuguese colonies freed themselves of European rule
 - iv. Eastern Question – gradual decline of the Ottoman Empire presented Europe with choices
 - v. Between 1814 > 1914 – 35% to 85% of European control of habitable territory
 - vi. Japan only non-Western nation to develop effective, modern colonial empire
 - vii. New nations of Germany and Italy created
 - viii. Tensions over diplomacy, nationalism, competition for overseas possessions led to alliances
- b. Political developments
 - i. greater popular representation in government and politics

- a. American Revolution and French Revolution were precedents
 - ii. During 1800s, especially after 1848 – Europe and West politics more representative
 - a. Bureaucracies and parliamentary bodies becoming increasingly important
 - b. More important than arbitrary will of rulers/monarchs
 - iii. Other parts of the world slower in moving from traditional monarchies/oligarchies
 - a. Japan/Ottoman Empire developed parliamentary monarchies by 20th century
 - b. Latin America had parliamentary monarchies in theory
 - i. But usually slipped into dictatorship or military rule
 - iv. Much of the non-Western world spent the 19th century under European colonial domination
- c. Middle class representation
 - i. Through revolt and reform were able to gain more political and economic rights
- d. Working class radicalism
 - i. Most desperate option – radical forms of agitation – socialism, communism, anarchism
 - a. Radicalized workers led by intellectuals
 - ii. Trade unions
 - a. At first, illegal – in danger of arrest, injury – especially if went on strike
 - b. Government oftentimes supported corporation
 - c. Left leaning, but not as far as socialism, communism

C. Social

D. Cultural

- a. Starting in West, scientific, secular worldview became paramount
 - i. Technological/scientific advancements of Industrial Revolution accelerated process
 - ii. Theories of Charles Darwin accelerated process
 - 1. Evolution is a random process – physical changes that increase survival passed on
 - 2. Common ancestor of humans and apes
 - 3. Erode faith in traditional religion and encourage more secular view of the world
- b. Greater access to public education increased through 1800s
 - i. Literacy rates rose
- c. Tremendous movement of peoples
 - i. Massive waves of emigration from Europe and China > N. and S. America
 - ii. United States preferred destination, but also to Canada, Argentina, Chile
- d. Nationalism became an incredibly powerful cultural attitude in Europe
 - ii. By end of 1800s nationalist movements more prevalent in non-Western parts of the world
 - a. Especially those dominated by Europeans, and educated by Europeans
- e. Modernist thought and culture – late 1800s/early 1900s
 - i. Diversity and innovation
 - ii. Artists broke rules of traditional culture and experimented with variety of styles
 - a. Expressionism, Cubism, abstraction
 - iii. Time of crisis and uncertainty in art
 - iv. Friedrich Nietzsche
 - a. “God is Dead”
 - b. All systems of morality valueless in the materialistic modern age
 - v. Science of psychology to understand human mind
- f. Adopted Western behavior
 - i. Japan adopted – fashion, manners, calendar, metric system

E. Artistic

- a. Non-Western world began to adopt many of the artistic and literary forms of the West
 - i. Especially the print culture and writing styles, but also architecture
 - ii. Styles from Asia, Africa, and the Middle East had influence on West
 - a. Especially painting, sculpture, decor
- b. Europe and Americas, pace of cultural change sped up considerably
 - i. End of the 1800s, new artistic and literary trends were emerging at rapid rate
 - ii. New artistic and literary trends were breaking rules and defying conventions
- c. Romanticism
 - i. Originated with German authors and French philosopher Rousseau
 - ii. Backlash/reaction to logic/reason-oriented outlook of Enlightenment
 - iii. Most important – emotion/passion
 - a. Self-realization of the individual, heroism, love of the natural world
- d. Realism
 - i. Rejected Romanticism’s idealized dramatic outlook
 - ii. Focused on sober, critical view of life
 - iii. Details of everyday existence
 - a. Social problems – poverty, social hypocrisy, class injustice

iv. Looked at psychological workings of characters' minds

F. Patterns of Expansion

G. Imperialism and Colonialism

a. Causes of Imperialism

i. Economic - Industrialization gave West the ability and reasons to conquer the world

1. hungry for raw materials

2. Markets for goods

a. Economists today say industrialized nations better markets than colonies

3. Immense wealth allowed it to afford military, transportation, communication tools

4. Economic imperialism

a. Exertion of economic influence rather than political control over a region

i. America over Hawaii – sugar and pineapple

ii. Latin America dependent on Europe for finished goods

iii. Cuba – American economic imperialism led to territorial gains

iv. Central America and Caribbean – dependent on foreign loans

a. US protects these regions from European threat - Monroe

ii. Military factors

1. New weaponry – steam powered ocean fleets, modern rifles, machine guns, artillery

a. Steamships could travel previously unnavigable rivers – can reach interior

2. Rarely could native win

a. Except for instances of overwhelming numbers, miscalculation, good luck

3. Need to maintain bases and coal stations around the world

a. Both for navies and civilian fleets

b. Needed elaborate repair and fueling facilities

c. Islands and ports around world crucial

iii. Social factors

1. Rapid population growth

a. Emigration to Americas – chance to make fortune/improve life

iv. Science and technology

1. New knowledge – exploration brought better maps/familiarity w/ local environments

2. Medical advances

a. Penetrate tropical regions without fear of

i. sleeping sickness, yellow fever, malaria

b. These illnesses had worked as natural guard against earlier invasions

v. Cultural factors

1. Racial superiority

a. Entitled to conquer and colonize areas that seemed “backward”/“primitive”

i. Cecil Rhodes – Britain/Africa – “I contend that we are the finest race in the world, and the more of it we inhabit, the better it is.”

b. Justified in crude/prejudiced terms

i. Social Darwinism applied to humanity

ii. Those technologically/culturally advanced should conquer others

2. Duty of Westerners to teach/modernize darker-skinned “primitive” peoples

a. Rudyard Kipling – “White Man’s Burden”

b. A bit condescending? Or heartfelt desire to civilize?

3. Trampled on/eradicated native cultural practices

b. Western Approaches to Empires

i. “The sun never sets on the British Empire”

1. British allow more self rule, introduce positive social reforms, useful knowledge

2. French similarly subscribed to “la mission civilisatrice”

3. Portuguese and Belgians especially harsh in Africa

4. Germany and Italy also harsh – poison gas in North Africa

c. Europe in India

i. Long time a destination for European traders – luxuries

1. tea, sugar, silk, salt, jute (strong fiber for ropes)

ii. Mughal rule – fighting between Hindus/Muslims gave opening to Europe

1. Many regions slipped to independent kingdoms/city-states

2. Increased pressure from European outsiders destabilized power

iii. British East India Company – 1750s conquered Bengal – Bangladesh

1. Exclusive trade over India

2. This corporation defeated French

a. French worked out of Madras and Pondicherry

i. Portuguese and Dutch still had some coastal settlements

3. Gradually set up administrative regions throughout empire
4. Used Mughal jailing of British population in Black Hole of Calcutta
 - a. Catalyst for decisive military action - 1757
- iv. Why was British East India company successful?
 1. Naval might allowed military superiority
 2. Governed directly or through the authority of local rulers
 3. Some times British conquered regions they didn't want – put back insurrections
- iv. Sepoy Mutiny
 1. British East India Company used Indians – Sepoys – as soldiers
 2. Sepoys start to get frustrated - 1857
 - a. Taking up too much of India
 - b. Not respecting Muslim/Hindu customs
 - i. British trying to undermine Hindu/Muslim religious practices
 - ii. Bullet cartridges greased with pork/beef fat – both forbidden
 - iii. Fear of being sent overseas – break Hindu caste
 3. Massacres and atrocities on both sides
 - a. Tens of thousands killed – British soldiers, civilians, Indian troops, civilians
 4. Hindus/Muslims failed to cooperate with each other
 3. Reaction
 - a. British make India a crown colony
 - b. Mughal emperor – Bahadar Shah II – sent into exile
 - c. 300 million Indians become British subjects
- v. British Colonialism
 1. India model of British imperialism
 - a. Raw materials flowed to Britain, finished materials back to India
 - i. Primarily textile industry
 - b. Upper castes taught English language/English attitudes
 - c. Christianity spread
 - d. Railroads and canals built
 - e. Urbanization increased dramatically
 - f. Educated upper castes dream of freeing India from British rule
 2. 1885 Indian National Congress
 - a. Begin path toward independence
 - b. Over next 60 years adapt British customs while holding on to traditions
 3. Proverbial “jewel in the crown of the British Empire”
 - a. Conquest and ownership of largest/most populous regions on earth
 1. Tiny group of islands 5000 miles away – central/telling fact
 - b. Global impact
 1. Affected global economies
 2. movement of navies
 3. international relations
 4. balance of world power
 5. gave Britain immense wealth and prestige
 - c. Affected course of Indian history
 1. changing politics, economic development, social practices, language, virtually every aspect of Indian culture
 4. Advantages and disadvantages of rule
 - a. Disadvantages – 1700s
 1. Profits generated by raw materials sent back to Britain
 2. Size/efficiency of British mills drove locals out of business
 3. British could confiscate peasant land if didn't pay taxes
 - i. Local zamindars abused system to get more land
 - ii. Mass famines kill one third of Indian population
 4. Goal economic exploitation through military force
 - b. Advantages – 1800s
 1. Motivated by increased efficiency
 - i. Selfishness
 - ii. White Man's Burden
 2. Modernized country
 - i. Infrastructure – roads, railroads, telegraph, postal
 - ii. Educational system
 1. Raise scientific/technological advancement
 2. Create educated pro-Western natives

3. “Indian in blood and color, but English in taste, in opinion, in morals, and in intellect.”
 - iii. Civil service exam
 - iv. Eliminated inhumane cultural practices
 1. Sati – burning widows alive
 2. Thuggee – ritual assassination of travelers – Kali
 3. Harsh treatment of untouchables
 - v. Reduced level of sectarian strife
- d. Europe in Southeast Asia
- i. By 1900, only small portion of Southeast Asia not controlled by Europe
 - ii. National resistance movements beginning to form
 1. For the time being, unable to move foreign masters
 2. Laid foundation for freedom movements that would expel foreigners after WWII
 - iii. Southeast Asia before 1800
 1. Only major regions controlled by Europe – Philippines and Indonesia
 - a. British influence in Malay peninsula
 - b. Portuguese controlled part of Timor – Indonesia
 - c. Indonesia – controlled by Dutch East India Company
 - i. Handed responsibility over to upper-class natives
 1. Western-educated
 - iv. Malaya and Singapore
 1. Rich in rubber, tin, oil, copper, iron, aluminum ore
 2. Singapore – Stamford Raffles – trading center and fortress, naval base
 - a. With India and Hong Kong, one of Britain’s most prized possessions
 - v. French Conquest of Indochina – Vietnam, Laos, Cambodia
 1. France needs to stop Britain from having uninterrupted control of Asia
 - a. Britain takes over Burma
 2. 1879-1859 – pressured Nguyen dynasty to accept foreign rule
 - a. Most profitable natural resources – tin, rubber, chrome, oil, bauxite
 3. Government related to that of British
 - a. More religious than British – conversion
 - i. Local elite of upper-class, Westernized natives
 - b. Exploited economy – a la British
 - c. la mission civilisatrice – modern technology and science to the colonies
 - d. more willing to resort to repression and violence to maintain order
 - vi. Thailand
 1. Remained independent due to leadership and good luck
 - a. King Mongkut and King Chulalongkorn (The King and I)
 - i. Modernized monarchs – introduced industrialization/Western reforms
 - b. Geographic setting
 - i. lay between British Burma and French Indochina
 - ii. Mutually agreed informally to let it be buffer zone
 - vii. US Annexation of the Philippines
 1. In Spanish American War of 1898 – Americans + Natives overthrew Spanish
 2. Debate in Europe over what to do with Philippines
 - a. Turn into US colony
 - i. Prevent from falling into hands of Japanese
 - ii. Superb naval base in Pacific
 - iii. Way station with China
 - iv. “Moral” obligation to help poor yellow brothers
 3. Pattern of practical selfishness + condescending idealism
 4. Savage war in jungles for US to maintain colony
 - a. Emilio Aguinaldo now turns against Americans – bloody battle
- e. Europe in China
- i. Much of Chinese history remained isolationist
 1. Frequently traded, but didn’t make exploring a priority
 2. Napoleon saw China as “sleeping dragon” – untapped population, size, resources
 3. Expanded by conquering neighbors, but didn’t take expansion beyond region
 4. Backwardness – unwillingness to modernize/industrialize left vulnerable
 - a. Deluded sense of grandeur/past accomplishments
 5. Allowed European traders to trade only in port city of Canton
 - a. Established strict limitations on what could be bought or sold

- b. Eventually British used weapons/warship/industrialization to push in
 - ii. Why China was weak?
 - 1. Under Qing, several negative trends occurred simultaneously
 - a. Quality of leadership declined – weak, incompetent emperors
 - b. Government corruption
 - c. Cost of maintaining borders cumbersome
 - d. Population growth too rapid
 - e. Open revolt on several occasions
 - f. Increased economic and diplomatic pressure from the West
 - i. Until 1810 – too strong to conquer
 - 1. Held advantage in trade balance
 - 2. Could only trade in Macao and selected ports
 - 3. Vast Western bullion in exchange for tea, porcelain
 - ii. Europe wants to sell more products to China
 - 1. In response to Lord Maccartney – “Your country has nothing we need.”
 - 2. Reaction from tough business sense
 - 3. Feelings of superiority
 - a. Middle Kingdom
 - b. Center of the universe
 - c. All outsiders barbarians
 - g. So...foreigners start refusing embarrassing/unprofitable trade imbalance
- ii. Opium Wars
 - 1. 1773 – British introduced opium
 - a. Clever, but unethical way to break into Chinese markets
 - b. Prime source Northeast India
 - c. 1820s/1830s British flood China with opium
 - d. Other countries get involved – France, Portugal, United States
 - i. But British have 80% of trade
 - e. Trade balance had swung
 - 2. 1839 – Manchu Emperor edict forbidding sale or use of opium
 - a. Chinese government angry for many reasons
 - i. China had become a nation of addicts
 - ii. Silver bullion flowing out and not in
 - iii. Economic productivity declines – farmers/workers incapacitated
 - iv. “The foreigners have brought us a disease which will dry up our bones, a worm that gnaws at our hearts, a ruin to our families and persons. It means the destruction of the soul of our nation.”
 - b. Chinese seized British opium in Canton in 1839
 - i. Arrest dealers, seize supplies, intercept boats
 - 3. 1839-1842 – British/Chinese war over opium trade
 - a. Forced to sign the Treaty of Nanjing
 - i. Easily defeated
 - ii. first of the “unequal treaties” – allowed to expand trade to China
 - 1. Right to create more opium addicts
 - iii. Forced to open five new ports, lower tariffs
 - iv. British law prevailed in heavily British population areas
 - b. 1843 established Hong Kong as its own crown possession – colony
 - c. 1844 Christian missionaries allowed back in
 - i. More common for Protestants/Catholic volunteers to travel
 - 1. Teach Christianity/English language
 - 2. Interfered with an eroded Chinese culture
 - ii. Brought scientific/technological knowledge
 - 1. Treated diseases with modern medicine
 - iii. Helped eliminate oppressive cultural practices
 - 1. Footbinding
 - ix. mixed legacy of positive and negative impact
 - 4. 1856-1860 Second Opium war
 - a. Humiliating defeat
 - b. Result – all of China opened to European trade
 - c. But...Hong Kong the exception – no desire to fully colonize – just market
 - d. Territory along Chinese coast becomes extraterritorial
 - i. Controlled by foreigners

- ii. Japan, Germany, Italy, Portuguese, French, British, US, Russians
- 5. Fall of China
 - a. Internal rebellions
 - i. White Lotus Rebellions – Buddhist anti taxes/corruption
 - ii. Taping Rebellion – nationalist Chinese
 - a. Second deadliest war in world history
 - b. 20-30 million lives lost
 - c. “Heavenly Kingdom of Supreme Peace” – taiping
 - d. Hong Xiuquan fails civil service
 - i. Thinks he’s Jesus’s brother
 - e. Resented taxes, arbitrary rule, foreign rule
 - f. Eventually defeated
 - i. Competent Qing generals
 - ii. Ever-Victorious Army – run by American
 - a. Then British general
 - b. External losses
 - i. Korea claims independence – 1876
 - ii. Vietnam goes to French – 1883 – Sino-French War
 - iii. 1895 Japan defeats China – Sino-Japanese War
 - a. Japan takes Taiwan
 - b. Has Europeaneseque trading rights
 - c. Took over Korean peninsula
 - c. European spheres of influence
 - i. France, Germany, Russia, Britain
 - ii. Not colonies – set up – military businesses, invested in
 - a. business, transportation, communication
 - d. US wants peace of the action – Open Door Policy
 - i. China open to all of the world – OK...Europe and US
 - e. Attempted reform with the self-strengthening movement
 - i. Encouraged Western investment
 - ii. Modernized the Chinese army
- 6. Boxer Rebellion
 - a. Boxers – Society of Righteous and Harmonious Fists
 - i. Anti-Manch, anti-European, anti-Christian
 - ii. “Boxers” – martial arts experts
 - b. Goal – drive Europeans and Japanese out of China
 - i. Most of anger directed at Beijing
 - ii. Foreign residents and foreign legations
 - c. Tactics – guerilla warfare against Christian missionaries/embassies
 - d. Easily defeated once Europeans/Japanese sent in reinforcements
 - e. Forced to sign Boxer Protocol – payments to Japanese/Europeans
- 7. China starts to fall apart
 - a. Foot binding abolished 1901
 - b. 1905 – Chinese examination system ended
 - c. Attempts at reform
 - i. 1905 – Empress Cixi formed a committee to discuss constitution
 - ii. Last Emperor – Henry Puyi – local assemblies
 - i. Election for national assembly planned for 1910
 - c. 1911 – Government toppled
- f. Europe in Southeast Asia
 - i. Britain takes Burma, Malay peninsula (Singapore), northern Borneo, Australia
 - ii. Dutch take Indonesia
 - iii. Philippines controlled by Spain then US
 - iv. France took over Indochina – Laos, Cambodia, Vietnam
 - v. Germany Pacific islands as naval posts
- g. Europe in Africa
 - i. Africa held little interest to Europeans prior to Industrial Revolution
 - 1. Though North of Sahara – Egypt especially – had interest/historical impact
 - 2. Vast interior unknown to outside world
 - 3. 1880-1910 able to take over “Dark Continent” in “Scramble for Africa”
 - a. Almost brought Europe to war
 - b. Berlin Conference – 1884-1885 set up rules
 - c. By 1910 only Liberia – guaranteed by the US and Ethiopia free

- i. Ethiopia – armed self with modern weapons – drove off Italy
 - 1. Coptic Christian kingdom – modernized under Theodore II
 - 2. Arabs drove Portuguese from coast
 - 4. Though North Africa easier to control – Sub-Saharan inland tougher
 - a. Disease – naval superiority inefficient until steam
 - i. Better medicines
 - b. Lacked geographic knowledge of region
 - 5. Before 1880 – 10% of Africa controlled, by 1914 – all but 2 countries
 - 6. During Age of Exploration – coastal regions important for limited trade
 - a. Strategic positioning – stopping points for merchant ships to India/China
 - b. Became center of slave trade
 - c. Resources plundered – gold, ivory, timber
 - d. Established outposts, naval bases, small colonies
- ii. Imperialist powers improve infrastructure
 - 1. Railways, roads, public works, hospitals, improved sanitation
 - 2. Most improvements initially for benefit of European colonists
 - 3. Improved health care
- iii. African reaction
 - 1. Strong African states resisted foreign domination
 - a. Ironically they got the power from Atlantic Slave Trade – weapons
- iii. The Slave Trade Ends
 - 1. Enlightenment principles make people outraged at slavery
 - a. 1807-1820 – Most European nations outlaw slavery
 - b. Outlawed decades later
 - c. So...slave trade ends (at least legally), but slavery continues
 - i. Some slaves returned to Africa – emigrated to Liberia
 - d. But...within 50 years Africans now subjugated on own homeland
- iv. African states during late 1700s and 1800s
 - 1. Number of states strong enough to resist foreign domination
 - a. Others useful, cooperative enough for Europeans to work with
 - b. Some Western states remained independent – Muslim theocracies
 - i. Fulani Empire, Masina, Tukolor
 - 2. Ashanti Kingdom
 - a. Strongest and most unified of West African states
 - b. Used profits from slave trade to buy guns
 - c. Power increases as neighbors fight each other/succumb to foreign rule
 - d. Fought British, French, American attempts to end slave trade
 - e. Next to Zulus, toughest group to subdue
 - i. Finally overthrown by British in 1900
- v. South Africa
 - 1. Prior to discovery of gold/diamonds – S. Africa only important for shipping/military
 - a. Dutch arrived first, set up Cape Town as stopping point for ships
 - b. 1795 British seized Cape Town
 - i. S. African Dutch – Boers/Afrikaners moved Northeast
 - a. In Transvaal, they discovered gold/diamonds
 - c. British then fought bloody battles for resources
 - i. Boer War – 1899-1902
 - a. All of S. Africa becomes part of British Empire
 - b. Natives have no claims – work mines
 - d. Boers came in contact with Zulus – most fearsome African enemy
 - i. Shaka Zulu in 1816 seized power and united clans
 - a. Black Napoleon
 - b. Taught how to fight in organized, efficient fashion
 - c. Warlike, conquering tribe
 - 2. Became significant British colony
 - a. Extensive investment in infrastructure
 - b. 1910 – colony had its own Constitution
 - i. Union of South Africa – self-rule + part of British commonwealth
 - ii. Only white men could vote
 - c. 1912 – African National Congress organized
 - i. Opposed to colonialism and specific S. African policies
- vi. Discovery of Diamonds

1. Modern era of African history began w/ discovery of diamond deposits in 1870s
 - a. Increased exploitation of African labor
 - b. White control sharpened racial attitudes already bigoted
 - i. Racial segregation in the mines
 - ii. Laws that restricted African workers
 - iii. Set precedent for Apartheid laws
 - c. Kimberly, South Africa – peopled by many ethnic groups – annexed by Brit
 - d.
- vii. Egypt
 1. In theory, Ottomans ruled Egypt from 1517-1882, but toward end had little power
 - a. Local rulers – byes – had far more influence
 - i. Muhammad Ali defeated French/Ottomans – gained control – 1805
 - a. Began industrialization of Egypt
 - b. Expanded agriculture toward cotton production
 1. Exported to Britain at a profit
 - ii. Abbas I slowed westernization
 - iii. French + Egypt begin construction of Suez Canal
 - a. Canal completed in 1869
 - b. More valuable to British – connection to India
 - b. British take control of canal
 - i. Egypt sells stock in canal to pay for substantial gov't debt
 - ii. By 1882, controlled canal, plus had a ton of power in Egypt
 - iii. Became British protectorate – puppet local government
 - c. Pushed out of Egypt, France looked elsewhere
 - viii. The Berlin Conference
 1. 1884 – Otto von Bismarck hosted major European powers
 2. Set up rules for how future colonization and boundaries would be determined
 3. Europeans left Congress in haste – on your mark, get set, go
 - a. Needed to be first to establish possession
 - b. Within three decades almost entire continent colonized
 - i. Only Ethiopia and Liberia free of European rule
 - ii. Britain, France, Germany, Italy, Spain, Portugal, Belgium
 4. Positives – added substantial infrastructure – railroads, dams, roads
 5. Negatives
 - a. Stripped Africa of its resources
 - b. Treated natives harshly
 - c. Europeans put in positions of authority
 - d. Natives adopt European customs
 - i. British gave natives a little more autonomy – focused on India
 - e. Borders based on European political/economic priorities
 - i. Not on African history or culture
 - a. Tribal lands cut in half between two colonies
 - b. Two rival tribes brought together under one rule
 1. Better for Europe – can't organize opposition
 - f. Traditional African culture hurt
 - i. European schools
 - ii. Christian missionaries
 - iii. Western business practices
 - iv. Like elsewhere in global colonial – native culture breaks apart
 - ix. Why European conquest so easy?
 1. External reasons
 - a. Industrial/military superiority of Europe
 - b. Motivation of Europe for nationalistic purposes
 - c. Europeans effective medicines – quinine/malaria
 2. Internal reasons
 - a. Technological backwardness
 - b. Economies based on herding and small-scale agriculture
 - i. Failed to develop industrial economies
 - c. Frequent intertribal and interkingdom warfare
 - x. Individual European control after “Scramble for Africa”
 1. British – “Cape to Cairo” – East Africa dominated
 - i. Administrative style similar to in India
 1. “White man's burden” approach

2. Took advantage of native elite
3. Deployed native troops in the Western style
4. Brought new science and technology to region
2. French – Primarily Saharan North
 - i. Civilizing mission - la mission civilisatrice
 1. Acted reasonably responsibly
3. Portuguese – Angola
 - i. Quite harsh with African colonies
4. Belgium – Congo
 - i. Record among the worst of the Europeans
 - ii. Overexploited rubber trees and vines
 - iii. Brutally forced Congolese villagers to meet quotas
 1. Cut off hands of those who did not meet quotas
 2. Massacres of Congolese rubber workers
 - iv. Population drops from 20 million to 8.5 million
5. Italy
 - i. Poor luck in colonizing
 - ii. Humiliating loss to Ethiopia at Battle of Adowa
6. Germany
 - i. Recent military prowess allows them to take parts of E. Africa
 1. Colonies that no one else wanted
 2. Actually lost money for Germany
 - ii. Brutally put down rebellions
 1. Herero Wars – genocidal – 64,000 of 80,000 slaughtered
- xi. Effects of European imperialism
 1. Many African families broken up
 - i. Men went to work on plantations/mines
 1. Neglected tilling home/village plots
 2. Led to decreased food supply and malnutrition for families
 - ii. Rise in the level of prostitution/STDs
 - iii. Women forced to grow food for mere survival
 2. Effects on European diplomacy
 - i. Only intensified European conflict
 - ii. Otto von Bismarck’s Berlin Conference 1885
 1. Artificial boundaries that didn’t take into account local needs
 2. 177 ethnic groups – compromised natural economic/social growth
 - iii. Germans support Dutch Boers worsened Anglo-German relations
 - iv. One of the causes of World War I
 1. Which led to the eventual loss of Europe’s empires
- h. Europe in Central Asia
 - i. Great Game – Britain vs. Russia for control of the stans
 1. Russia wants warm water port – Indian Ocean
 - a. nationalistic pride, resources (cotton), strategic policy – border
 - b.
 2. British afraid they could then get Middle East/India
 3. Locked in game of espionage/intrigue – put nations on tense relationship
 - a. The “Great Game” resulted
 - i. Europe in the Middle East
 - i. The “Eastern Question” – how to fill in void of failing Ottoman Empire
 1. Ottoman Empire seen as non-threat, predictable, held together volatile area
 - a. To destroy might lead to chaos or stronger/more hostile state
 2. European countries didn’t trust each other
 - a. Who would step up and take advantage of situation?
 3. Solution – nothing drastic – prop Empire up to keep it in survival
 - a. Helped out Greek independence – after lengthy delay
 - b. Helped Ottomans put down Muhammad Ali in Egypt
 - c. Helped Turks fight Russians in Crimean War – 1856
 4. Growing conflict in Balkans – seeking independence
 - a. Serbia, Montenegro, Romania, Bulgaria want autonomy
 5. Balkan Crisis of 1876-1878 – Balkan states get independence
 - a. Russians then beat Ottoman Empire
 - b. But...forced to give more peaceful terms to Ottomans

- i. Congress of Berlin – 1878 – Europe pressures Russia
 - 6. Young Turks – pro-Western army officers
 - a. Took control of empire in 1908
 - b. Deposed Sultan – created parliamentary government
 - c. Modernized military, aligned selves with Germany
 - d. Social, economic, and political reforms
 - ii. French/British/Spanish take parts of North Africa
 - 1. Ottomans unable to make sure N. Africa follows Istanbul mandates
 - 2. Napoleon in 1798 tries to cut off Europeans from India – attacks Egypt
 - a. Creates era of chaos
 - 3. Egypt – Muhammad Ali revolt 1805 took over Egypt from Ottomans
 - a. Western-style military, modernized agricultural production – cotton
 - b. Recruited large number of Europeans to teach skills – transform Egypt
 - c. But...when he starts to expand empire
 - i. France and Britain step in...no one can topple Ottomans
 - ii. Convinced Ali to be happy with Egypt – still weakened Ottoman
 - 4. N. Africa now cut off from Ottoman Empire – goes to Europe
 - a. French – Algeria – 1830 – most important French colony
 - i. Like India to Britain
 - ii. 150,000 colonists
 - b. French – Tunisia
 - c. Morocco – French then Spanish
 - d. Libya - Italy
 - iii. Egypt goes under control of British after they paid off debts – got control of Suez Canal
 - 1. Ali's grandson Isma'il decides to continue reforms
 - a. Build canal across Suez land – link Mediterranean to Red Sea
 - b. Built schools and hospitals
 - 2. Canal not a benefit to Egypt
 - a. Built by French engineer, British/French companies
 - b. Thousands of Egyptians died in construction
 - c. Most shares in canal owned by British/French
 - d. Britain owns so much they feel they have say in Egyptian economics
 - 3. When Britain helps put down 1881 military revolt
 - a. They essentially control region – protectorate
 - i. Anglo-Egyptian Administration – yeah right...Britain calls shots
 - 4. Britain expands south to the Sudan
 - a. After humiliating defeat by Mahdi and followers
 - b. Horatio Kitchener comes in and massacres thousands with machine guns
 - iv. Persia
 - 1. Russia and Britain divide up Safavid empire – spheres of influence
 - a. Russia gets North, Britain gets South
 - b. Britain pour in a ton of money when oil is discovered
 - j. Europe in Latin America
 - i. Compared to Africa
 - 1. Boundary lines determined away from the scene
 - a. Total disregard for societies that existed before
 - 2. Multiple countries held claims
 - 3. Governed by direct rule – except for British – granted a bit more autonomy
 - a. Europeans sent in to occupy positions of authority
 - 4. Native traditions something to overcome, not something to be tolerated
 - a. Not something to be developed
 - 5. Different than in China where priority was making money
 - a. Not really concerned about changing entire cultures
 - Comparing reactions to European imperialism
 - ii. China vs. India
 - 1. India – multiple Europeans traded, but British eventually dominate
 - a. China – British dominated, gave way to most of Europe
 - 2. India – British establish colony – running government/improving infrastructure
 - a. China – Europe/Japan wanted trade benefits – no government
 - 3. Independence movements – India targeted British
 - a. China targeted Manchu Dynasty
 - k. Europe in Europe
 - i. “Long Peace” between 1871 and 1914, but tensions getting worse

- ii. Destabilizing factors in European balance of power
 - 1. Nationalism – patriotism turned aggressive
 - 2. Competition over empire – fewer places to expand
 - 3. Ambitious nature of German foreign policy
 - a. Wanted equal military and imperial status to older nations
 - b. Openly aggressive and forceful in pursuing goals
 - c. Had industrial/military power to back threats
- iii. Alliance system
 - 1. Didn't keep peace but guaranteed all out war
 - 2. Triple Alliance – Germany, Austria, Italy
 - 3. Triple Entente
 - a. Russia no longer friendly with Germany – joins with France
 - b. Britain joins – threatened by Germany's military/industry
 - 4. All pledged to go to war if two sides quarreled
 - 5. Only way to win is if you have a knock-out blow
 - a. Von Schlieffen Plan – take out France first before Russia mobilizes
 - b. Ends up failing
- 1. Japanese Imperialism
 - i. 17th and 18th centuries Japan successfully kept Europe out
 - 1. Developed highly ethnocentric, self-involved society
 - 2. Didn't allow citizens to travel abroad
 - ii. 19th century proved too difficult
 - 1. 1853 –US Commodore Matthew Perry scared the heck out of Japanese
 - a. Came on steamship
 - b. Showed off big guns
 - c. Japan realize isolation led to military/economic disadvantage
 - 2. Like China, Europe/US set up unfair trade treaties
 - 3. But...Japanese nationalists – aka samurai – were organized
 - a. Put Emperor Meiji into power
 - iii. Meiji Restoration
 - 1. Era of Japanese westernization
 - a. Japan emerges as world power
 - b. 1870s building steamships/railroads
 - c. 1876 samurai class abolished – universal military service of all males
 - 2. 1890s industrial/military power ready to show off
 - a. Kept US and Europe checked
 - 1. Traded on more equal footing
 - b. Extremely fast industrial revolution
 - 3. Expanding empire
 - a. 1895 – Sino-Japanese – gain control of Taiwan and Korea
 - 1. Started as Korean peasant uprising – both took sides
 - b. 1904 – Russo-Japanese War – kicked Russia out of Manchuria
 - 1. Asian power beat European power? Shocking!!!
 - 2. Japan annoyed with Russia's expanding Trans-Siberian Railroad
 - 3. Surprise attack on Russia's naval base at Port Arthur
 - 4. Smaller army, but closer – not transported 4000 miles
 - 5. Japan gets access to Liaotung Peninsula – w. of Korea
 - a. And...access to Manchuria
 - c. Japan now has its sphere of influence – a world power
 - d. Huge precedent
 - 1. First time in 500 years, non-Western power beat Wester
 - 2. No longer world's dominant civilization
 - 3. Empires would start fading over course of the century
 - 4. Imperial ambitions spin out of control
 - iv. Meiji militarism and imperialism
 - 1. Nationalistic sentiment ran high during late 1800s > increased desire for empire
 - a. State-sponsored religion of State Shintoism
 - a. modern revival of Japan's ancient faith
 - b. emphasis on Japanese superiority
 - c. veneration of emperor as descendant of gods
 - 2. Expanded due to need for markets – resource poor nation
- f. Ottoman Empire
 - i. Began decline in 16th century

- ii. Continually fought foreigners at borders
 - 1. Russians for Balkans, Black Sea, surrounding areas – warm water port
 - 2. Greece, Egypt, Arabia launched successful independence movements
 - iii. Britain and France provide military and financial support to prop up Ottoman Empire
 - 1. Fear their fall could lead to a Russian takeover of region
 - 2. Crimean War – 1853
 - 3. Britain gradually gains control of region
 - iv. Internal factors
 - 1. Mediocre rulers/governmental corruption
 - a. Any sultan that tried to reform had opposition from traditional groups
 - 1. Armed forces – janissary-led refuse to change
 - 2. Refuse to lose their privileged position
 - b. Attempts at reform
 - 1. Secularized to a degree
 - a. Pursued scientific knowledge in spite of clergy complaint
 - 2. Tanzimat reforms – 1839-1876
 - a. Religious tolerance for non-Muslims
 - b. Schools for Western science/technology
 - c. National telegraph/postal systems
 - d. Possible Constitution
 - e. Schools for women
 - 3. But...reforms alienated conservatives and not far enough liberals
- g. US Empire
 - i. Monroe Doctrine - 1823
 - 1. Ensure Europe wouldn't recolonize Americas
 - 2. US idea that used British navy to enforce
 - a. British fear Spanish involvement so they're more than willing to help
 - ii. Europe makes huge financial investments in Latin America
 - 1. But avoids territorial claims
 - iii. Roosevelt Corollary to Monroe Doctrine – 1804
 - 1. Would maintain peace between Europe and Latin America over financial issues
 - a. Europe goes to Venezuela with warships to collect debt
 - 2. Gave rise to anger in Latin America – US looks imperialistic
 - iv. Encourages Panama to revolt from Columbia
 - 1. US can then buy the rights to a canal – known as the Panama Canal
 - a. Construction 1904-1914
 - v. Spanish-American War
 - 1. US sympathizes with Cubans trying to break free from Spain
 - 2. Few months US defeats Spain in Cuba and Philippines
 - 3. US becomes world power
 - a. Given territories in Guam, Puerto Rico, Philippines
 - b. Two military based on Cuba, plus right to intervene if in trouble
 - vi. United States global importance
 - 1. Inspiring freedom – representative government and civil liberties
- h. Overall impact of imperialism
 - i. Yes...pretty impressive – military expertise, technological mastery
 - 1. Brought extreme wealth to Europe and America
 - ii. But...Inseparable from bloodshed, racial prejudice, slavery and violence
 - iii. Colonization and influence left deep political scars around globe – still recovering from
 - iv. European foreign policy more aggressive second half of century
 - 1. Congress of Vienna fairly successful at keeping peace early on
 - 2. But...nationalism put premium on patriotic sentiment
 - 3. Competition over imperial possessions overseas
 - a. Amount of desirable territory started to grow smaller

H. Different cultural and political reactions

- a. **Reform**
- b. **Resistance**
- c. **Rebellion**
- d. **Racism**
- e. **Nationalism**
 - i. Drove movements in Germany and Italy to unify
 - 1. Drove movements in Americas to declare independence

2. Drove resistance to colonialism in India, China and Africa
3. Drove Europeans to compete with each other to promote national pride by establishing colonies in the first place
4. Drove Chinese peasant movements against Manch government
 - a. Targeted for not being nationalistic enough
5. Drove French to unite behind Napoleon to take over Europe
6. Drove the Japanese to industrialize quickly
7. Drove Egyptians to limit the power of the Ottomans
- ii. By 1914, the world had become one where people identify strongly with nation
 1. Or with the dream of creating own nation
- iii. Oppressors used nationalistic feelings to justify their superiority
- iv. Oppressed used their nationalist feelings to justify their rebellion
- v. Jingoism – belligerent patriotism – British term

I. Impact of changing European ideologies on colonial administrations

VIII. Diverse interpretations

A. What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?

- a. Modernization/Westernization
 - i. Nations become economically prosperous
 - ii. Various social changes occur
 1. Improved health care
 2. More educational opportunities
 3. More rights for women
 - iii. Desire for democratic government will evolve
 1. People learn more about what the world holds
 2. Give up old ways and attitudes
 - iv. Western Europe cited as proof that in time developing nations will evolve into developed nations
- b. Dependency Theory
 - i. Developing nations economically dependent will remain
 1. Have in past and present history of developed nations draining their resources
 - a. Export agricultural products
 - b. Export natural resources
 - c. Production of assembly-line workers/sweatshop labor
 2. Developed nation with access to processing
 - a. Example oil
 - i. Make more money from refined gasoline than crude oil
 - ii. Dependency is inherent in capitalism
- c. Marxist Theorists
 - i. Dispute both theories from above
 - ii. Socialism only way that developing nations can become viable economic entities

B. What are the debates about the causes of serf and slave emancipation in this period and how do these debates fit into the broader comparisons of labor systems?

C. What are the debates over the nature of women's roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?

IX. Major Comparisons and Snapshots

- A. Compare the causes and early phases of the industrial revolution in western Europe and Japan**
- B. Comparative revolutions (compare two of the following: Haitian, American, French, Mexican, and Chinese)**
- C. Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Japan**
- D. Comparative nationalism**
- E. Compare forms of western intervention in Latin America and in Africa**
- F. Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe**

Examples of What You Need to Know

Below are examples of the types of information you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section.

- Women's emancipation movements, but not specific suffragists
- The French Revolution of 1789, but not the Revolution of 1830
- Meiji Restoration, but not Iranian Constitutional Revolution
- Jacobins, but not Robespierre
- Causes of Latin American independence movements, but not specific protagonists
- Boxer Rebellion, but not the Crimean War
- Suez Canal, but not the Erie Canal
- Muhammad Ali, but not Isma'il
- Marxism, but not Utopian socialism
- Social Darwinism, but not Herbert Spencer