

24 – Modernity, Anxiety, and Imperialism

Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.

- III. Political movements and social organizations responded to the problems of industrialization.
- C. Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.
- **Flora Tristan, British Women's Social and Political Union, Pankhurst family, Barbara Smith Bodichon**
- D. Various private, nongovernmental reform movements sought to lift up the deserving poor and end serfdom and slavery.
- **The Sunday School Movement, The Temperance Movement, British Abolitionist Movement, Josephine Butler**

Key Concept 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.

- III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.
- C. After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.
- **Three Emperors' League, Triple Alliance, Reinsurance Treaty**
- D. Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.
- E. Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.
- **Congress of Berlin in 1878, Growing influence of Serbia, Bosnia-Herzegovina Annexation Crisis, 1908, First Balkan War, Second Balkan War**

Key Concept 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

- I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
- A. European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.
- B. The search for raw materials and markets for manufactured goods, as well as strategic and

nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.

- C. Europeans justified imperialism through an ideology of cultural and racial superiority.
- II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.
- A. The development of advanced weaponry invariably ensured the military superiority of Europeans over colonized areas.
- **Minié ball (bullet), Breech-loading rifle, Machine gun**
- B. Communication and transportation technologies allowed for the creation of European empires.
- C. Advances in medicine supported European control of Africa and Asia by preserving European lives.
- **Louis Pasteur's germ theory of disease, Anesthesia and antiseptics, Public health projects, Quinine**
- III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.
- A. Imperialism created diplomatic tensions among European states that strained alliance systems.
- **Berlin Conference in (1884–1885), Fashoda crisis (1898), Moroccan crises (1905, 1911)**
- B. Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.
- **Jules Verne's literature of exploration, Paul Gauguin and Pablo Picasso's Primitivism, Vincent Van Gogh and Japanese prints, Joseph Conrad's *Heart of Darkness***
 - **Pan-German League, J. A. Hobson's and Vladimir Lenin's anti-imperialism**
- C. As non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and/or by modernizing their own economies and societies.
- **Indian Congress Party, Zulu Resistance, India's Sepoy Mutiny, China's Boxer Rebellion, Japan's Meiji Restoration**

Key Concept 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

- III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.
- A. Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.
- Friedrich Nietzsche, Georges Sorel, Henri Bergson
- B. Freudian psychology provided a new account of human nature that emphasized the role of the

irrational and the struggle between the conscious and subconscious.

- C. Developments in the natural sciences such as quantum mechanics and Einstein's theory of relativity undermined the primacy of Newtonian physics as an objective description of nature.
- Max Planck, Marie and Pierre Curie
- D. Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values such as beauty and patriotism.
- Claude Monet, Paul Cézanne, Henri Matisse, Edgar Degas, Pablo Picasso, Vincent Van Gogh

Major Themes and BIG Questions

Themes:

- How were the theories of seventeenth-century scientists like Newton undermined by new scientific discoveries and theories? (INT-2, INT-7)
- How did Darwin, Nietzsche, and Freud change views of human nature? How did these views influence the arts? (INT-2, INT-7, OS-6, OS-8, OS-10, OS-12, OS-13)
- In what ways did new philosophies of the late nineteenth century affect the arts and cause a new view of the individual to develop? (OS-12, OS-13, IS-10)
- How was Social Darwinism used to justify racist, anti-Semitic, and imperialist policies? (INT-2, INT-7)
- How did the expansion of rights affect men and women in the late nineteenth century? What groups still suffered persecution during this period? (SP-9, SP-12)
- What new economic and technical advances allowed Europeans to colonize Africa and Asia? How did they justify their actions? (INT-2, INT-7, INT-11)
- What impact did militarism have on domestic and foreign policies? (SP-9, SP-17, SP-18)
- How did imperialism affect society and culture in Europe? (IS-2, IS-10, PP-4, PP-15)
- Compare the political, economic, and social lives of late-nineteenth-century western Europeans with the people living in Russia and eastern Europe. (PP-3, IS-10)

Essential Questions:

- What changes in our understanding of physics came out of this era and why was it so rattling to the majority of people?
- How did Social Darwinism fit into the increasing levels of nationalism felt by various European peoples?

- What caused the Christian church to lose its grasp on urban dwellers? What is anticlericalism and how did it manage to take hold in the late 19th century and early 20th century?
- Describe the art movement known as Impressionism. What did it reflect? What did impressionist artists attempt to convey in their style and subject matter? Who were some well-known Impressionist painters?
- How did anxieties surrounding intellectual and cultural developments of the late 19th and early 20th century extend to the fragility of political democracies that had been growing up to that point? Explain how the liberals felt about this and why they felt they had to change their politics.
- How well were women's rights achieved in this era? Compare the relative advances women achieved between Britain, France, Spain, and Italy.
- Why did anti-Semitism and extreme right wing politics become increasingly prevalent at the end of the 19th century?
- Why did the demands of the working class via trade unions and the Labour party cause British liberals, and liberal governments in general, to move away from their ideals of freedom from government interference? What were the Fabian socialists role in this era?
- How was the Social Democrats party in Austria similar and/or different to the Social Democratic Party (SPD) of Germany?
- Compare "new imperialism" to "old imperialism"
- How did the British cotton textile industry impact India?
- Discuss railroads and steamships and their impact.

- Why did the Chinese government try to stamp out the opium trade?
- What did the British demand of China?
- How did the Japanese feel about foreign presence in their country?
- What eventually forced the Japanese to open their doors to the west?
- Describe European presence in Egypt.
- Describe the extent of European influence in Africa between 1830-1880
- What was the purpose of the Berlin Conference 1884-1885? Explain

- What countries had influence in Asia?
- What were the six principle causes of “New Imperialism”?
- What did critics have to say regarding individual liberties in their colonies?
- Why did many Africans and Asians finally give in to imperialists?
- Discuss the positive and negative impact of the British in India.
- Describe the Meiji Restoration and the changes in Japan.

[reformatted from Angelee Rusk, Erie High School, CO]

VOCABULARY

[How many of these can you remember?]

- | | |
|---|--|
| <input type="checkbox"/> Max Planck | <input type="checkbox"/> Egypt, protectorate |
| <input type="checkbox"/> Einstein’s theory of relativity | <input type="checkbox"/> Berlin Conference, 1884-85 |
| <input type="checkbox"/> Friedrich Nietzsche | <input type="checkbox"/> Sudan |
| <input type="checkbox"/> Henri Bergson | <input type="checkbox"/> Battle of Omdurman |
| <input type="checkbox"/> revolutionary socialism | <input type="checkbox"/> Fashoda Incident |
| <input type="checkbox"/> Georges Sorel | <input type="checkbox"/> Cecil Rhodes |
| <input type="checkbox"/> psychoanalysis | <input type="checkbox"/> Cape Colony |
| <input type="checkbox"/> Sigmund Freud | <input type="checkbox"/> Boer War |
| <input type="checkbox"/> Social Darwinism | <input type="checkbox"/> Kruger Telegram |
| <input type="checkbox"/> Herbert Spencer | <input type="checkbox"/> Union of South Africa |
| <input type="checkbox"/> Friedrich von Bernhardt | <input type="checkbox"/> Algeria |
| <input type="checkbox"/> <i>volk</i> | <input type="checkbox"/> Tunisia |
| <input type="checkbox"/> Houston Stewart Chamberlain | <input type="checkbox"/> French West Africa |
| <input type="checkbox"/> Syllabus of Errors | <input type="checkbox"/> Morocco |
| <input type="checkbox"/> modernism | <input type="checkbox"/> Cameroon |
| <input type="checkbox"/> Naturalism | <input type="checkbox"/> Togoland |
| <input type="checkbox"/> Emile Zola | <input type="checkbox"/> German East Africa |
| <input type="checkbox"/> symbolism | <input type="checkbox"/> German Southwest Africa |
| <input type="checkbox"/> impressionism | <input type="checkbox"/> Eritrea |
| <input type="checkbox"/> post-impressionism | <input type="checkbox"/> Ethiopia |
| <input type="checkbox"/> cubism | <input type="checkbox"/> Libya |
| <input type="checkbox"/> anti-semitism | <input type="checkbox"/> Angola |
| <input type="checkbox"/> Zionism | <input type="checkbox"/> Opium Wars |
| <input type="checkbox"/> Suffrage movement | <input type="checkbox"/> Treaty of Nanking |
| <input type="checkbox"/> David Lloyd George | <input type="checkbox"/> “spheres of influence” |
| <input type="checkbox"/> Transformismo | <input type="checkbox"/> Sino-Japanese War (1894-95) |
| <input type="checkbox"/> Dreyfus Affair | <input type="checkbox"/> Boxer Rebellion |
| <input type="checkbox"/> October Manifesto | <input type="checkbox"/> British East India Company |
| <input type="checkbox"/> Duma | <input type="checkbox"/> Sepoy Mutiny, 1857-58 |
| <input type="checkbox"/> “Old Imperialism” | <input type="checkbox"/> Indian National Congress |
| <input type="checkbox"/> “New Imperialism” | <input type="checkbox"/> Indochina |
| <input type="checkbox"/> Dr. David Livingston | <input type="checkbox"/> Meiji Restoration |
| <input type="checkbox"/> H. M. Stanley | <input type="checkbox"/> Russo-Japanese War |
| <input type="checkbox"/> Social Darwinism, “survival of the fittest,” Herbert Spencer | <input type="checkbox"/> Karl Marx, <i>Das Kapital</i> |
| <input type="checkbox"/> “White Man’s Burden” | <input type="checkbox"/> J. A. Hobson |
| <input type="checkbox"/> Rudyard Kipling | |
| <input type="checkbox"/> “Scramble for Africa” | |
| <input type="checkbox"/> Belgian Congo | |
| <input type="checkbox"/> Leopold II | |