

# CHAPTER 33

## THE BUILDING OF GLOBAL EMPIRES

### INTRODUCTION

In the latter half of the nineteenth century, the industrial powers of western Europe swiftly extended their control over vast areas of Africa and Asia. This new imperialism was rationalized by theories of racial and cultural superiority; it was made possible by new technologies of warfare. The United States and Japan, and to a lesser extent Russia, were late arrivals on the imperial stage but soon established themselves as well. Modern imperialism is characterized by the following:

- Mixed motives. Imperial powers claimed economic necessity, strategic imperatives, and a high-minded “civilizing mission.” Frequently motives were confused, so it became “the white man’s burden” to convert Africans to Christianity while at the same time enslaving them.
- Competition between imperial powers. The scramble for Africa and later for the Pacific islands illustrates the intense competition among imperial nations. The United States took over the Philippines in order to be on an equal footing with other powers already in China. Japan seized Korea and Taiwan for the same reason.
- Different models of colonial rule. In practice, the new imperialism varied considerably; including settler colonies such as Australia, indirect rule as in British Africa, direct rule as in French Indochina, and even the private fiefdom of Leopold II in the Belgian Congo. In all cases, ultimate authority rested with the imperial state, and local rulers had little real power.
- Economic colonialism. The purpose of the colony was to supply cheap raw commodities to the imperialist state and to be a market for manufactured goods. All resources, natural and human, were directed to this effort. Forests were transformed into plantations, and workers impressed into service. There was no effort to develop a colonial industry that might compete with the imperial state.
- Contempt for local cultures. With few exceptions, the imperial powers regarded colonial people as their inferiors and treated them as such. The French made an effort to convert and educate colonial peoples. The British also employed colonials as soldiers and minor civil servants, but made little provision for education. This disrespect contributed to a growing nationalism in India.

### OUTLINE

#### **I. Foundations of empire**

##### A. Motives for imperialism

##### 1. Modern imperialism

- a) Refers to domination of industrialized countries over subject lands

- b) Domination achieved through trade, investment, and business activities
- 2. Two types of modern colonialism
  - a) Colonies ruled and populated by migrants
  - b) Colonies controlled by imperial powers without significant settlement
- 3. Economic motives of imperialism
  - a) European merchants and entrepreneurs made personal fortunes
  - b) Overseas expansion for raw materials: rubber, tin, copper, petroleum
  - c) Colonies were potential markets for industrial products
- 4. Political motives
  - a) Strategic purpose: harbors and supply stations for industrial nations
  - b) Overseas expansion used to defuse internal tensions
- 5. Cultural justifications of imperialism
  - a) Christian missionaries sought converts in Africa and Asia
  - b) "Civilizing mission" or "white man's burden" was a justification for expansion
- B. Tools of empire
  - 1. Transportation technologies supported imperialism
    - a) Steam-powered gunboats reached inland waters of Africa and Asia
    - b) Railroads organized local economies to serve imperial power
  - 2. Western military technologies increasingly powerful
    - a) Firearms: from muskets to rifles to machine guns
    - b) In Battle of Omdurman 1898, British troops killed eleven thousand Sudanese in five hours
  - 3. Communication technologies linked imperial lands with colonies
    - a) Oceangoing steamships cut travel time from Britain to India from years to weeks
    - b) Telegraph invented in 1830s, global reach by 1900

## II. European imperialism

- A. The British empire in India
  - 1. Company rule under the English East India Company
    - a) EIC took advantage of Mughal decline in India, began conquest of India in 1750s
    - b) Built trading cities and forts at Calcutta, Madras, Bombay
    - c) Ruled domains with small British force and Indian troops called *sepoys*
    - d) Sepoy Mutiny, 1857: attacks on British civilians led to swift British reprisals
  - 2. British imperial rule replaced the EIC, 1858
    - a) British viceroy and high-level British civil service ruled India

- b) British officials appointed a viceroy and formulated all domestic and foreign policy
  - c) Indians held low-level bureaucratic positions
3. Economic restructuring of India and Ceylon (Sri Lanka)
    - a) Introduction of commercial crops: tea in Ceylon, also coffee and opium
    - b) Built railroads and telegraph lines, new canals, harbors, and irrigation methods
  4. British rule did not interfere with Indian culture or Hindu religion
    - a) Established English-style schools for Indian elites
    - b) Outlawed Indian customs considered offensive, such as the *sati*
- B. Imperialism in central Asia and southeast Asia
1. “The Great Game” refers to competition between Britain and Russia in central Asia
    - a) By 1860s Russian expansion reached northern frontiers of British India
    - b) Russian and British explorers mapped, scouted, but never colonized Afghanistan
    - c) Russian dominance of central Asia lasted until 1991
  2. Dutch East India Company held tight control of Indonesia (Dutch East India)
  3. British colonies in southeast Asia
    - a) Established colonial authority in Burma, 1880s
    - b) Port of Singapore founded 1824; was base for conquest of Malaya, 1870s
  4. French Indochina created, 1859–1893
    - a) Consisted of Vietnam, Cambodia, Laos—former tribute states of Qing dynasty
    - b) French encouraged conversion to Christianity, established western-style schools
  5. Kingdom of Siam (Thailand) left in place as buffer between Burma and Indochina
- C. The scramble for Africa
1. Between 1875 and 1900, European powers seized almost the entire continent
    - a) Early explorers charted the waters, gathered information on resources
    - b) Missionaries like David Livingstone set up mission posts
    - c) Henry Stanley sent by Leopold II of Belgium to create colony in Congo, 1870s
    - d) To protect their investments and Suez Canal, Britain occupied Egypt, 1882
  2. South Africa settled first by Dutch farmers (Afrikaners) in seventeenth century
    - a) By 1800, it was a European settler colony with enslaved black African population
    - b) British seized Cape Colony in early nineteenth century, abolished slavery in 1833
    - c) British-Dutch tensions led to Great Trek of Afrikaners inland to claim new lands
    - d) They established Orange Free State in 1854, Transvaal in 1860

- e) Discovery of gold and diamonds in Afrikaner lands; influx of British settlers
  - f) Boer War, 1899–1902: British defeated Afrikaners, Union of South Africa
3. The Berlin Conference, 1884–1885
    - a) European powers set rules for carving Africa into colonies
    - b) Occupation, supported by European armies, established colonial rule in Africa
    - c) By 1900 all of Africa, except Ethiopia and Liberia, was controlled by European powers
  4. Colonial rule challenging and expensive
    - a) “Concessionary companies”: granted considerable authority to private companies
      - (1) empowered to build plantations, mines, railroads
      - (2) made use of forced labor and taxation, as in Belgian Congo
      - (3) unprofitable, often replaced by more direct rule
    - b) Direct rule: local rulers replaced with Europeans—French model
      - (1) justified by “civilizing mission”
      - (2) hard to find enough European personnel
    - c) Indirect rule: control over subjects through local institutions—British model
      - (1) worked best in African societies that were highly organized
      - (2) assumed firm tribal boundaries where often none existed
- D. European imperialism in the Pacific
1. Settler colonies in the Pacific
    - a) 1770, Captain James Cook reached Australia, reported it suitable for settlement
    - b) 1788, one thousand settlers established colony of New South Wales
    - c) 1851, gold discovered; surge of European migration to Australia
    - d) Fertile soil and timber of New Zealand attracted European settlers
    - e) European diseases dramatically reduced aboriginal populations
    - f) Large settler societies forced indigenous peoples onto marginal lands
  2. Imperialists in paradise: delayed colonization of Pacific islands until late nineteenth century
    - a) Early visitors to the Pacific were mostly whalers, merchants, some missionaries
    - b) Late nineteenth century, European states sought coaling stations and naval ports
    - c) By 1900, all islands but Tonga claimed by France, Britain, Germany, and United States
    - d) Island plantations produced sugarcane, copra, guano

### III. The emergence of new imperial powers

#### A. U.S. imperialism in Latin America and the Pacific

1. The Monroe Doctrine, 1823: proclamation by U.S. president James Monroe
  - a) Opposed European imperialism in the Americas; justified U.S. intervention
  - b) United States purchased Alaska from Russia in 1867
  - c) Hawai'i became a protectorate in 1875, formally annexed in 1898
2. The Spanish-American War (1898–99)
  - a) United States defeated Spain and took over Cuba, Puerto Rico, Guam, and Philippines
  - b) United States backed Filipino revolt against Spain, purchased and took over the colony
  - c) 1902–1904, bitter civil war killed two hundred thousand Filipinos, ended in U.S. victory
3. The Panama Canal, 1903–1914
  - a) Colombian government refused U.S. request to build canal at Panama isthmus
  - b) United States helped rebels establish the state of Panama for the right to build a canal
  - c) Completed in 1914; gave United States access to Atlantic and Pacific
4. Roosevelt Corollary to Monroe Doctrine: U.S. asserted right to intervene in affairs of nations of Central and South America to protect U.S. investments

#### B. Imperial Japan

1. Japanese resented unequal treaties of 1860s, resolved to become imperial power
2. Early Japanese expansion in nearby islands
  - a) 1870s, to the north: Hokkaido, Kurile Islands
  - b) By 1879, to the south: Okinawa and Ryukyu Islands
3. Meiji government bought British warships, built up navy, established military academies
  - a) 1876, imposed unequal treaties on Korea at gunpoint
  - b) Made plans to invade China
4. The Sino-Japanese War (1894–95)
  - a) Rebellion in Korea: Chinese army sent to restore order, reassert authority
  - b) Meiji leaders declared war against China, demolished Chinese fleet
  - c) China forced to cede Korea, Taiwan, Pescadores Islands, Liaodong peninsula
5. The Russo-Japanese War (1904–05)

- a) Russia also had territorial ambitions in Liaodong peninsula, Korea, Manchuria
- b) Japanese navy destroyed local Russian forces; Baltic fleet sent as reinforcements
- c) Japan now a major imperial power

#### IV. Legacies of imperialism

- A. Empire and economy: two patterns of changes
  - 1. Colonial rule transformed traditional production of crops and commodities
    - a) Indian cotton grown to serve British textile industry
    - b) Inexpensive imported textiles undermined Indian production
  - 2. New crops transformed landscape and society
    - a) Rain forests of Ceylon converted to tea plantations
    - b) Ceylonese women recruited to harvest tea
    - c) Rubber plantations transformed Malaya and Sumatra
- B. Labor migrations
  - 1. European migration
    - a) Fifty million Europeans migrated 1800–1914, over half to the United States
    - b) Other settler colonies in Canada, Argentina, Australia, New Zealand, South Africa
    - c) Most European migrants became cultivators, herders, or skilled laborers
  - 2. Indentured labor migration more typical from Asia, Africa, and Pacific islands
    - a) About 2.5 million indentured laborers globally during 1820–1914
    - b) Indentured migrants tended to work on tropical and subtropical plantations
    - c) Example: Indian laborers to Pacific island and Caribbean plantations
    - d) Japanese laborers to Hawaiian sugar plantations
  - 3. Large-scale migrations reflected global influence of imperialism
- C. Empire and society
  - 1. Colonial conflict not uncommon in nineteenth century
    - a) In India, numerous insurrections, such as the Sepoy Mutiny of 1857
    - b) 1905, Maji Maji rebellion in east Africa thought traditional magic would defeat the Germans
    - c) Resistance included boycotts, political parties, anticolonial publications
    - d) Conflict among different groups united under colonial rule, for example, Hawai'i
  - 2. “Scientific racism” popular in nineteenth century
    - a) Race became the measure of human potential; Europeans considered superior
    - b) Gobineau divided humanity into four main racial groups, each with peculiar traits

- c) Social Darwinism: “survival of fittest” used to justify European domination
- 3. Colonial experience only reinforced popular racism
  - a) Assumed moral superiority of Europeans
  - b) Racist views in U.S. treatment of Filipinos, Japanese treatment of Koreans
- D. Nationalism and anticolonial movements
  - 1. Ram Mohan Roy (1772–1833), “father of modern India”
    - a) Sought an Indian society based on European science and traditional Hinduism
    - b) Used press to mobilize educated Hindus and advance reform
  - 2. The Indian National Congress, founded 1885
    - a) Educated Indians met, with British approval, to discuss public affairs
    - b) Congress aired grievances about colonial rule, sought Indian self-rule
    - c) 1906, All-India Muslim League formed to advance interests of Indian Muslims
  - 3. Limited reform, 1909; wealthy Indians could elect representatives to local councils
    - a) Indian nationalism a powerful movement, achieved independence in 1947
    - b) India served as a model for anticolonial campaigns in other lands

IDENTIFICATION: PEOPLE

What is the contribution of each of the following individuals to world history? Identification should include answers to the questions *who, what, where, when, how, and why is this person important?*

Cecil Rhodes

Rudyard Kipling

Leopold II

Queen Victoria

Queen Lili`uokalani

Theodore Roosevelt

Charles Darwin

Ram Mohan Ray

## IDENTIFICATION: TERMS/CONCEPTS

State in your own words what each of the following terms means and why it is significant to a study of world history. (Terms with an asterisk are defined in the glossary.)

Imperialism\*

Battle of Omdurman

Suez Canal

Panama Canal

Sepoys

Great Game

Roosevelt Corollary

Sepoy Mutiny\*

Boer

Great Trek

Berlin Conference\*

Maori\*

Maji Maji rebellion

Social Darwinism\*

Indian National Congress

## STUDY QUESTIONS

1. Summarize the economic, political, and cultural motives of nineteenth-century imperialists. To what extent did those motives overlap, and to what extent did they conflict with one another?
2. What were the principal “tools of empire”—the various technologies that gave the Europeans such an advantage?
3. How did the British establish control over India in the early nineteenth century? How did the Sepoy Mutiny contribute to this process?
4. Which Asian states managed to maintain their sovereignty in the nineteenth century? Why these states?

5. Who were the major players in the “scramble for Africa”? What was the principal objective of this landgrab?
6. Compare the British conquest of South Africa with that of Egypt and Sudan.
7. Why were the great powers less interested in the Pacific islands? What did they want from these islands?
8. What did the United States gain from the Spanish-American War? Note the political status of each of these acquisitions.
9. Where did the Japanese direct their ambitions as a new imperial power? How successful were they?
10. How did the imperial powers transform the economies of their colonies? Consider especially India and Ceylon.
11. Summarize some of the significant migrations of the late nineteenth century. What were the typical destinations?
12. How did subject peoples resist colonial rule? How did imperialism foster conflicts within colonial societies?

#### INQUIRY QUESTIONS

1. Nineteenth-century imperialists claimed that they were fulfilling a “civilizing mission” in their overseas conquests. To what extent was this claim true? Specifically, what significant reforms and changes did the British bring to India? What changes did the British *not* make?
2. The status of indigenous peoples was an important problem for the imperial powers of the nineteenth century. Compare the British treatment of Australian aborigines and New Zealand Maoris with the treatment of Native Americans by the U.S. government.
3. Compare the French model of direct rule with the British model of indirect rule. What are the relative advantages and disadvantages for both the rulers and their African subjects? Consider this: under which system would an African find the most opportunities for personal advancement?

#### STUDENT QUIZ

1. Cecil Rhodes was
  - a. the British military leader who was responsible for a boom in naval expansion.
  - b. the American politician who articulated the belief in manifest destiny.
  - c. responsible for the philosophy known as social Darwinism.
  - d. the first leader of an independent Canada.
  - e. a leading British imperialist active in South Africa.

2. Which of the following was *not* an economic motivation for imperialism?
  - a. Cheap raw materials from overseas colonies were needed to sustain industrialization.
  - b. Overseas colonies offered markets for manufactured goods.
  - c. Overseas colonies offered a haven for the settlement of surplus populations.
  - d. European and American industry needed more sources of coal.
  - e. All were economic motives for imperialism.
  
3. The “white man’s burden” proposed by Rudyard Kipling refers to
  - a. the cost of creating and supporting an empire.
  - b. the moral duty of the West to work to “civilize” the rest of the world.
  - c. the cost of abolishing slavery in Africa.
  - d. the need for Christian missionaries to undermine Islam in Africa and Asia.
  - e. all of the above.
  
4. All of the following improved communication between India and Britain *except*
  - a. the completion of the Panama Canal.
  - b. the use of steamships.
  - c. the invention of the telegraph.
  - d. the laying of submarine cables.
  - e. All of the above improved communication between India and Britain.
  
5. The Battle of Omdurman clearly demonstrated that
  - a. Europeans were morally superior to Africans.
  - b. Japan had become a major world power.
  - c. European troops with modern weapons could subdue a vast native army.
  - d. Britain had fallen behind Germany by the end of the nineteenth century.
  - e. none of the above.
  
6. The Mughal dynasty fell primarily because
  - a. the state had been weakened by conflicts during the reign of Aurangzeb.
  - b. the East India Company established powerful, coastal trading forts.
  - c. British merchants gained access to interior territories.
  - d. the Sepoy Mutiny failed to drive the British out of India.
  - e. all of the above.
  
7. Under British imperial rule, India was governed
  - a. as a private colony of Queen Victoria.
  - b. as an independent sovereign state, but subject to British authority in foreign affairs.
  - c. as the private domain of the East India Company.
  - d. by a viceroy working in collaboration with Indian princes.
  - e. with British bureaucrats and officers overseeing Indian civil servants.
  
8. One social goal of the British authorities in India was to
  - a. abolish the caste system.
  - b. establish a system of public education.
  - c. convert the local population to Christianity.
  - d. abolish the custom of burning widows with their husbands’ bodies.
  - e. none of the above.

9. Unlike the British in India, the French in Indochina
  - a. encouraged conversion to Christianity.
  - b. recruited local peoples into their colonial army.
  - c. worked closely with local elites.
  - d. promoted domestic industries.
  - e. had no obvious racial bias.
  
10. The colonization of the Belgian Congo is noted for
  - a. the spirited resistance of the Congolese people.
  - b. the brutal treatment of the Congolese people by King Leopold II.
  - c. a policy of free trade that encouraged merchants from all countries.
  - d. the humane policies of the Belgian government toward the Congolese people.
  - e. all of the above.
  
11. The term "Great Game" refers to the
  - a. British and French rivalry for control of India.
  - b. German conflict with the British and French for control of Africa.
  - c. U.S. view of their easy victory in the Spanish-American War.
  - d. Japanese and Chinese contest for domination of Manchuria.
  - e. Russian contest with Britain for central Asia.
  
12. The Berlin Conference in 1884–1885 established
  - a. the procedures for purchasing African lands from local rulers.
  - b. the rules of military engagement for European forces overseas.
  - c. that the Americas were off-limits for further European colonization.
  - d. that Africa would be carved into spheres of influence similar to China.
  - e. that, if a European power indicated its intention to colonize and then proceeded to occupy an African territory, it could claim that colony.
  
13. Why had most European governments abandoned concessionary companies in Africa by the early twentieth century?
  - a. The companies provoked rebellion, and the governments had to come to their defense.
  - b. The companies became so profitable that the governments decided to take over management of the colonies.
  - c. The companies became so powerful that they threatened to break away from the mother country.
  - d. The brutal use of forced African labor by companies provoked a public outcry in Europe.
  - e. None of the above.
  
14. One striking difference between the British and the French imperial models in Africa is that
  - a. the British preferred to use local institutions to control subject populations.
  - b. the French preferred to employ local rulers to govern their colonies.
  - c. the British established schools and academies to train African civil servants to run their colonies, while the French did not.
  - d. many more British citizens relocated to Africa to administer their colonies than did French citizens.
  - e. the British actively sought to convert Africans to Christianity, while the French did not.

15. Which of the following is *not* true about the settlement of Australia?
- The British defined the continent as land belonging to no one.
  - The first settlers were mostly convicts, banished from Britain.
  - Smallpox and measles reduced the aboriginal populations by 86 percent.
  - Australia became a multicultural society, drawing settlers from all over the Pacific.
  - Settlement increased significantly after the discovery of gold.
16. The scramble for Pacific island colonies in the late nineteenth century was motivated by
- the desire for the tropical produce.
  - the need to defend the whaling industry.
  - concerns about the Japanese expansion to nearby islands.
  - the desire for strategic ports and refueling stations in the Pacific Ocean.
  - items a and d above.
17. Panama was supported in its uprising against Colombia by U.S. president
- Grover Cleveland.
  - William Howard Taft.
  - Theodore Roosevelt.
  - William McKinley.
  - Woodrow Wilson.
18. The United States acquired Hawai'i by
- secretly sponsoring a rebellion against the Hawaiian monarchy.
  - a purchase treaty with the Hawaiian people.
  - seizing the islands by force in order to provide a naval base in the Pacific.
  - purchasing the islands from Spain in the wake of the Spanish-American War.
  - annexing the islands after American planters had overthrown the monarchy.
19. Japanese imperial expansion in the late nineteenth century was primarily motivated by
- the need for land for settlement by a growing population.
  - the desire to spread Buddhism to other lands..
  - resentment at the unequal treaties forced on them by the United States.
  - a long-standing rivalry between China and Japan.
  - all of the above.
20. Which of the following would *not* be typical of labor migration patterns in the age of empire?
- Chinese migrants to plantations in Cuba
  - German migrants to plantations in the Congo
  - Indian migrants to plantations in the Caribbean
  - Irish migrants to factories and railroads in the United States
  - Japanese migrants to plantations in Hawai'i
21. British rule undermined the Indian cotton industry by
- undercutting the cost of Indian cloth with cheap British textiles.
  - forbidding the manufacture of cotton cloth in India.
  - imposing tariffs on cotton cloth into India.
  - imposing tariffs on cotton cloth shipped from India to Britain.
  - monopolistic practices by the East India Company.

22. Colonial rule dramatically altered the environment in which of the following places?
- India, due to tea production
  - Ceylon, due to tea production
  - Malaya, due to rubber production
  - Sumatra, due to rubber production
  - all of the above
23. Proponents of “scientific racism” argued that
- race could be biologically defined and characterized.
  - Western dominance was justified on the basis on racial superiority.
  - the theories of Charles Darwin supported world dominance by the “fittest” races.
  - people of European descent were morally superior to other races.
  - all of the above.
24. Pressure for reform in British India came from
- educated Indians seeking self-rule.
  - educated Indian women seeking greater independence.
  - Indian Muslims seeking independence from the Hindu majority.
  - Indian peasants and workers mobilized into unions.
  - enlightened British rulers who felt that India was ready for self-government.

### MATCHING

Match these figures and groups with the statements that follow.

- |                   |                       |
|-------------------|-----------------------|
| A. Charles Darwin | G. Andrew Jackson     |
| B. Maori          | H. Ram Mohan Ray      |
| C. Leopold II     | I. Rudyard Kipling    |
| D. Afrikaners     | J. Theodore Roosevelt |
| E. Sepoys         | K. Cecil Rhodes       |
| F. James Monroe   | L. Victoria I         |

- \_\_\_ American president who informed the states of Europe that no further colonization of the New World would be tolerated by the U.S. government.
- \_\_\_ Name taken by the descendants of Dutch settlers in South Africa.
- \_\_\_ Scientist whose theory of evolution by natural selection was corrupted to justify Western imperialism over the so-called inferior races of the world.
- \_\_\_ British poet, author, and apologist for imperialism, which he regarded as the “white man’s burden.”
- \_\_\_ Name given to the aboriginal people of New Zealand.
- \_\_\_ Indian soldiers in service of the East India Company and later of the British government.
- \_\_\_ American president who oversaw the construction of the Panama Canal and secured U.S. rights to the Canal Zone.

8. \_\_\_ British adventurer who carved a personal empire out of South Africa.
9. \_\_\_ Educated Indian reformer whose ideas of Indian nationalism led to the creation of the Indian National Congress.
10. \_\_\_ Ruler of Britain for most of the nineteenth century and first empress of India.
11. \_\_\_ Belgian monarch who claimed the Congo as his personal domain and impressed the Congolese people to work on his plantations.
12. \_\_\_ American president who engineered the forcible removal of various tribes from the eastern woodlands to reservations on the western prairies.

### SEQUENCING

Place the following clusters of events in chronological order. Consider carefully how one event leads to another, and try to determine the internal logic of each sequence.

A.

- \_\_\_ After the British abolish slavery in Cape Colony, hundreds of Dutch families abandon the coast and reestablish themselves in the interior.
- \_\_\_ The discovery of gold and diamonds lures thousands of British miners into the interior.
- \_\_\_ During the Napoleonic Wars, the British seize Cape Town, which becomes an important station for trade to India.
- \_\_\_ Tensions between Dutch and British settlers culminate in the Boer War, a nasty colonial conflict that pits whites against whites but kills thousands of blacks in the process.
- \_\_\_ Dutch settlers establish farms near Cape Town and eventually displace the local Khoikhoi population.
- \_\_\_ The Union of South Africa is created as a British colony.

B.

- \_\_\_ Concessionary companies have full authority over the resources and labor of Africa.
- \_\_\_ Systems of either direct or indirect rule prove to be costly colonial ventures.
- \_\_\_ The brutality of forced labor on company plantations forces most imperial governments to intervene.
- \_\_\_ European slave traders confine their contacts with Africans to coastal forts and trading posts.

C.

- \_\_\_\_\_ Victory in the Sino-Japanese War gives Japan control of Korea, Taiwan, and the Liaodong peninsula.
- \_\_\_\_\_ The Meiji restoration makes industrialization and militarization top national priorities.
- \_\_\_\_\_ A resounding Japanese victory proves that Japan has become a major imperial power.
- \_\_\_\_\_ The Tokugawa government is forced at gunpoint to accept an unequal treaty with the United States.
- \_\_\_\_\_ Japan establishes control over the neighboring islands of Hokkaido and Okinawa and relocates settlers there to consolidate their claims.
- \_\_\_\_\_ Japanese activity on the Asian mainland alarms the Russian empire and leads to the Russo-Japanese War.

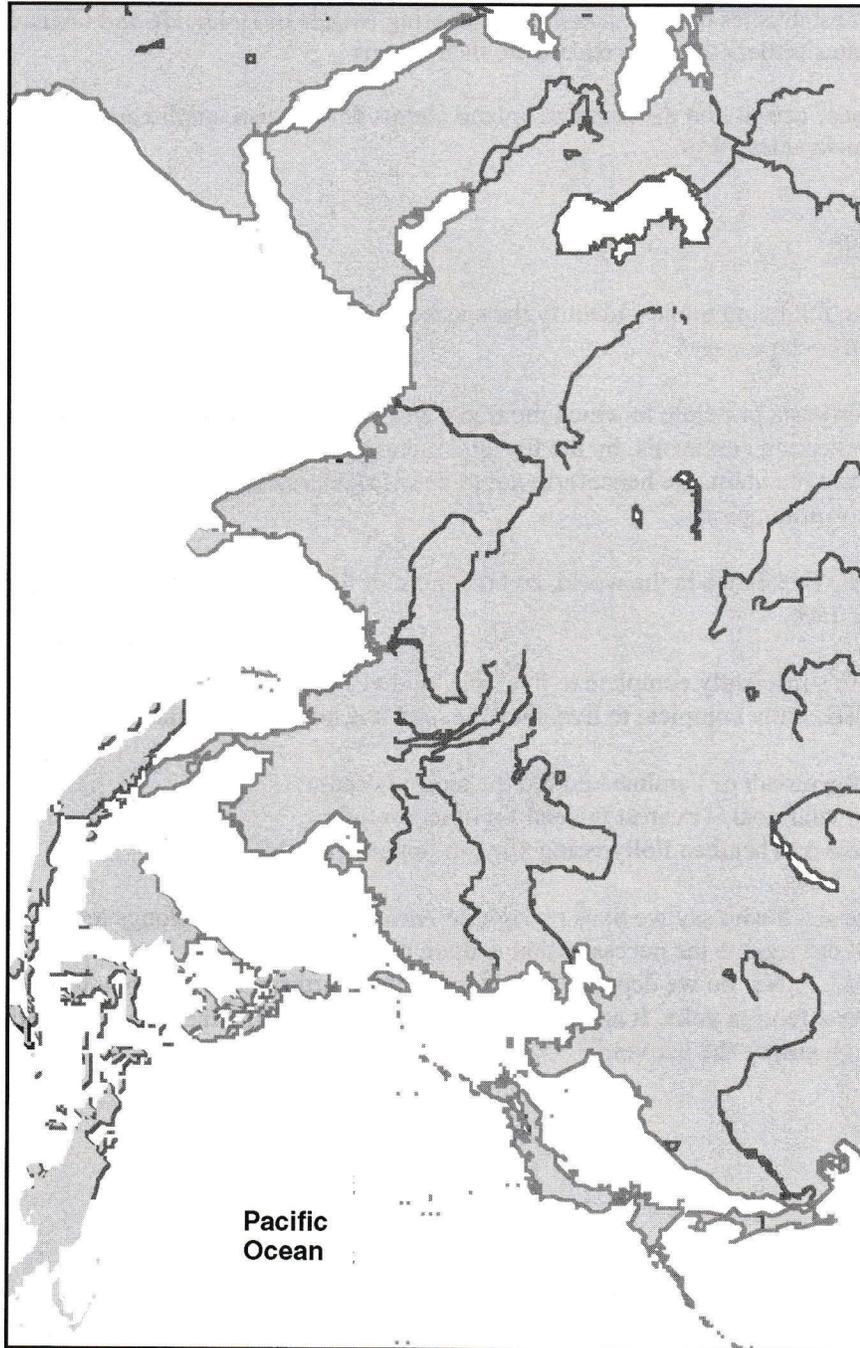
### QUOTATIONS

For each of the following quotes, identify the speaker, if known, or the point of view. What is the significance of each passage?

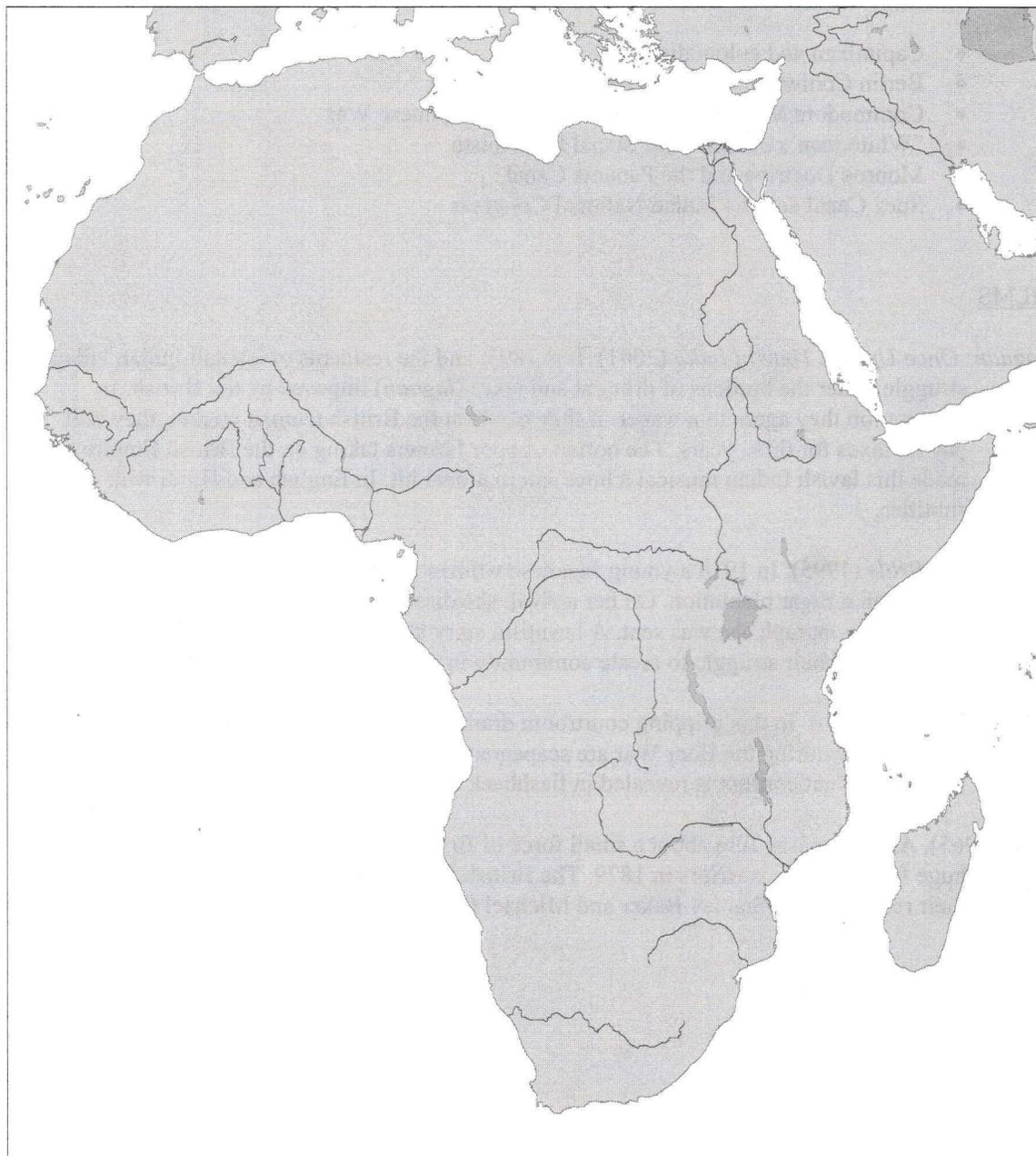
1. “[We assert] as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers.”
2. “We are the finest race in the world, and the more of the world we inhabit, the better it is for the human race.”
3. “If they are sufficiently complete to live, they do live, and it is well they should live. If they are not sufficiently complete to live, they die, and it is best they should die.”
4. “Fill full the mouth of Famine/And bid the sickness cease;  
And when your goal is nearest/the end for others sought,  
Watch Sloth and heathen Folly/Bring all your hope to nought.”
5. “There are some who say we have no *right* in Africa at all, that ‘it belongs to the natives.’ I hold that our right is the necessity that is upon us to provide for our ever-growing population. . . . Nor do we deprive the natives of their birthright of freedom, to place them under a foreign yoke. It has ever been the key-note of British colonial method to rule through and by the natives.”

## MAP EXERCISES

1. Use Map 33.1 on page 918 in the textbook to locate and label the following on the outline map of Asia.
  - Countries and colonies: Burma, Ceylon, China, Dutch East Indies, Hokkaido, India, Indochina, Japan, Korea, Malay states, Philippines, Siam, Taiwan
  - Cities: Bombay, Calcutta, Delhi, Goa, Guangzhou, Hong Kong, Macao, Manila, Saigon, Seoul, Shanghai, Singapore, Vladivostok
  - Indicate which was controlled by Britain, France, Japan, the United States, the Netherlands, Russia, or Portugal.



On the outline map of Africa (Map 33.2, page 923), label the colonies and color code by imperial state. Cecil Rhodes hoped to give the British control from “Cape to Cairo.” How close did they come?



2. Assume that all the political boundaries of Africa were established at the convenience of the imperial powers. Note, for example the “hook” on the northeast corner of German Southwest Africa. This was intended to give the Germans access to the Zambezi River. What possible explanation could there be for such oddities as Cabinda, Gambia, or Rio Muni? What other anomalies do you see in the boundaries of Africa?

## CONNECTIONS

In fifty words or less, explain the relationship between each of the following pairs. How does one lead to or foster the other? Be specific in your response.

- Capitalism and colonialism
- Berlin Conference and the Battle of Omdurman
- Commodore Matthew Perry and the Russo-Japanese War
- “White man’s burden” and Social Darwinism
- Monroe Doctrine and the Panama Canal
- Suez Canal and the Indian National Congress

## FILMS

*Lagaan: Once Upon a Time in India* (2001). It is 1893, and the residents of a small Indian village struggle under the burdens of drought and taxes (*lagaan*) imposed by the British. In desperation they agree to a wager: if they can beat the British team at cricket, they will pay no taxes for three years. The notion of poor farmers taking on the British Empire has made this lavish Indian musical a huge international hit. In English and Hindi with subtitles.

*The Picture Bride* (1995). In 1918 a young Japanese woman journeys to Hawai`i to marry a laborer on a sugar plantation. On her arrival, she discovers that he is twenty years older than the photograph she was sent. A beautiful story about the hardships of migrant workers and their struggle to create community in a strange land.

*Breaker Morant* (1980). In this gripping courtroom drama, three Australian soldiers serving in the British army during the Boer War are scapegoated for the murder of prisoners. The brutality of that conflict is revealed in flashback sequences.

*Zulu* (1965). An epic action film about a small force of British troops trapped under siege by a huge force of Zulu warriors in 1879. The British have superior arms but the Zulu win their respect. Stars Stanley Baker and Michael Caine.