Chapter 32 Reading Guide

Read “Eyewitness: Cecil John Rhodes Discovers Imperial Diamonds Are Forever” on p. 731-732 and answer questions 1-4:

1. What is the main idea of the first three paragraphs?
   a. Cecil Rhodes became wealthy in the diamond- and gold-mining business.
   b. The British Cape Colony in the late 19th century extended its influence throughout Africa – from the Cape of South Africa to Cairo, Egypt.
   c. European imperialism during the 19th century was driven by economic, nationalist and racist motivations.
   d. Europeans came to Africa in the 19th century seeking fortunes in diamonds and gold.

2. Which of the following is NOT true about imperialism?
   a. The United States, Japan and European states worked together to extend a common influence during the imperialism of the late 19th century.
   b. Imperialism has existed since earliest civilization.
   c. Wealth and know-how were factors that enabled Europeans to conquer peoples throughout the world.
   d. Conquered peoples fought back against European aggression with pride as unified people.

3. What can be said of global trade during this era?
   a. Conquered lands were industrialized as they came under the influence of the Europeans.
   b. Numerous people moved around the world to supply the labor force of an increasingly interconnected economy.
   c. Trade expanded most in the United States and Japan.
   d. The trade of empires came to an end in the 20th century as colonies gained their independence.

4. Why do the textbook authors make reference to “Napoleonic armies” near the end of the last paragraph?
   a. They were most responsible for 19th century imperialism.
   b. They triggered nationalism in Europe.
   c. Their effects were similar to the effects of imperialism later in the 19th century in other parts of the world.
   d. Their legacy was a stimulation of national pride in Europe.

Read the paragraph under “Foundations of Empire” and answer question 5:

5. Which of the following would you NOT necessarily be on the lookout for as you read further through this section?
   a. an explanation of how Europeans rationalized their imperial ventures
   b. an overview of why Europeans were successful
   c. further detail about the technology gap between Europe and other lands
   d. which specific countries Europe extended its control over
6. Create a chart of the motivations and justifications for 19th century European imperialism:

**Political**
Many Europeans saw imperialistic foreign policies as vital to the survival and success of their states. Even if colonized lands couldn’t be exploited economically, they often were located in strategically important places that could serve as supply stations along sea lanes. Nations wanted them if for no other reason than to deny them to other nations. Also, imperial ventures were sometimes taken to gin up feelings of nationalism and patriotism and draw attention away from the social upheavals in rapidly industrializing Europe.

**Economic**
Economic arguments for imperialism were that it would enrich European societies as well as individuals ... that overseas colonies could provide raw materials like rubber, petroleum and tin ... and that colonies could serve as markets for manufactured products (which turned out to be mostly incorrect).

**Cultural**
Europeans saw it as their “civilizing mission” to bring enlightened modernity to lands in Africa, Asia and elsewhere in what was essentially a racist justification. Christian missionaries also established settlements in many areas. While they often opposed imperial policies, they served as important communication links and provided cultural “cover” for European racism (i.e., they were there to bring salvation to subject peoples).

7. Create a chart of the tools and technologies that made possible European imperialism:

**Transportation**
Large and heavily armed steamships and steam-powered gunboats enabled Europeans to control the seas and even project their power into the interior regions of distant lands, and the construction of the Suez Canal (linking the Mediterranean Sea and Red Sea, 1859-1869) and Panama Canal (linking the Atlantic and Pacific oceans, 1904-1914) made empire-building easier. On land, rail transportation facilitated trade in raw materials and distribution of manufactured goods in the colonies.

**Military**
In the latter half of the 19th century Europeans introduced breech-loading, rifled guns (which could be loaded quickly and shot more accurately), and in the 1880s adopted the Maxim gun, which was light, powerful and capable of firing 11 rounds per second. These arms were easily the most advanced in the world.

**Communications**
Rapid communication was vital to maintaining an empire. Fast-traveling steamships initially improved communication times, as did the Suez Canal (British ships could carry messages to India in just two weeks, whereas earlier in the century it took many months). The telegraph then greatly expedited communication beginning in the 1830s. By the 1850s, submarine cables were carrying messages through the oceans. Britain could by 1870 talk to India in just five hours.

European Imperialism

*The British Empire in India*

8. Describe briefly how and why British imperialism in India grew during the 18th century. It grew out of the business activities of the British East India Co., which held a monopoly on English trade with India and was allowed by the Mughal emperors to build
trading forts with warehouses – essentially merchant colonies – along the coasts of the subcontinent. The Mughals, satisfied with the size and productivity of the domestic Indian economy, weren’t very interested in maritime affairs and did not perceive the British (and other Europeans before them) as a major threat. But by the 1750s, the British East India Co. – through military campaigns and diplomacy – began annexing large areas of India as the weakening Mughal Empire began to crumble.

9. What trade items predominated in the 17th century? What items became more important in the 18th century?
   17th century: Indian pepper and cotton, Chinese silks and porcelain, Southeast Asian exotic spices.
   18th century: tea and coffee

10. What were sepoys? Why did they rebel in 1857? What happened as a result of the rebellion?
   They were Indian troops employed by the British. Uneasy with their racist treatment to begin with, they rebelled in 1857 over rifle cartridges lubricated with pig and cow fat. When some refused and were treated harshly by the British, a large-scale mutiny ensued, joined by Indian princes and others disrupted by British encroachment. When the mutiny was finally put down, the British officially abolished the Mughal Empire and exiled its emperor to Burma. They also abolished the British East India Co. and took direct control of India, putting a British viceroy in charge of a civil service staffed almost exclusively by British officials.

11. List five things the British government did in exerting its direct imperial rule in India.
   1) cleared forests  2) restructured landholdings  3) encouraged the cultivation of valuable crops such as tea, coffee and opium  4) built extensive railroad and telegraph networks  5) constructed new canals, harbors and irrigation systems

12. What were some of the cultural initiatives the British pursued in India?
   They built English-style schools for children of Indian elites, who they were trying to cultivate as supporters, but they made little effort to spread Christianity.

Imperialism in Central Asia and Southeast Asia

13. What happened as the Ottoman and Qing empires began to fail in the second half of the 19th century?
   A political vacuum was left in central Asia that Russia attempted to exploit by expanding across caravan cities of the silk roads, eventually threatening the northern frontier of British India. In the late 1800s and early 1900s, British and Russia agents played a cat-and-mouse game of intelligence gathering known as “the Great Game.” The outbreak of World War I in 1914 and the Russian Revolution of 1917 prevented what was expected to be a war for India between the Russians and British.

14. Where exactly in Southeast Asia did the Dutch exert their imperial control, and why were their colonies there so valuable?
   Dutch exerted control on many Asian islands and extended authority to the Dutch East Indies (Indonesia). They profited greatly from cash crops (sugar, tea, coffee, tobacco) as well as rubber and tin.

15. Where was French Indochina?
   Modern-day Laos, Cambodia, and Vietnam

16. Compare and contrast the colonial rule of French Indochina with British colonial rule in India.
   Both the French and the British introduced European-style schools and reached out to native elites, but the French also encouraged conversion to Christianity (which led to the Roman Catholic church becoming prominent in French Indochina, including especially Vietnam) whereas the British made little effort to promote Christianity.
17. What country in Southeast Asia escaped imperial domination by Europeans? Why?

**Thailand (formerly Siam)** remained independent because colonial officials regarded it as a convenient buffer state between British-dominated Burma (modern Myanmar) and French Indochina.

*The Scramble for Africa*

18. What factors allowed Europeans to colonize Africa, and why did this colonization not take place until centuries after the Americas were colonized on the other side of the Atlantic?

In addition to the tools and technologies explained earlier in #7, Europeans drew upon the early explorations of missionaries such as the famous Dr. David Livingstone, and then the American journalist Henry Morton Stanley, who undertook a well-publicized mission to find him. The English explorers Richard Burton and John Speke traveled into east Africa seeking the source of the Nile River. The knowledge of Africa’s interior geography conveyed by these explorers intrigued Westerners eager to exploit the continent for economic gain. By this time, the anti-malarial drug quinine was widely available and non-native explorers could enter without putting their lives in grave danger.

19. Briefly describe the motives and tactics of King Leopold’s ventures in the Congo.

To run his personal colony, Leopold used a mercenary force to compel the Congolese to work in brutal conditions to collect rubber, the price of which spiked in the 1890s with global demand for it booming during the second wave of industrialization. His minions resorted to hostage-taking and the hacking off of arms to terrorize the local population, resulting in an estimated death toll of 4 to 8 million Congolese.

20. What happened in Berlin in 1884-1885?

**European powers met to set the ground rules for the colonization of Africa.** A colonial power basically had to notify everyone else of its claims, and then effectively occupy the territory through military conquest or getting a signed agreement from a local African ruler.

21. Briefly compare and contrast direct rule (the French colonial system) with indirect rule (the British colonial system).

Direct rule featured the use of European personnel staffing the colonial bureaucracy to collect taxes, maintain law and order, and so forth. This was seen as a “civilizing mission” and its aim was to remove or greatly diminish strong local resistance. Under indirect rule, however, indigenous institutions were used to capitalize on existing tribal authorities and customary laws. Both forms of colonial rule, which were also undertaken elsewhere throughout South and Southeast Asia, were only partially successful.

*European Imperialism in the Pacific*

22. How did the general course of imperialism in the Pacific change from the early to the late 19th century?

In most of the Pacific islands, European imperialism over the course of the 19th century shifted from a less formal framework of exploiting commercial opportunities to an outright move to impose direct colonial rule.

23. How was the fate of the aboriginal populations of Australia and New Zealand similar to that of the indigenous peoples of the Americas?

**British settlers in Australia and New Zealand,** in a similar fashion to American pioneers heading west toward their “manifest destiny,” pushed indigenous peoples from their land, often in violent confrontations.
The Emergence of New Imperial Powers

U.S. Imperialism in Latin America and the Pacific

24. What proclamation in 1823 essentially claimed the Americas as a U.S. protectorate and justified U.S. intervention in hemispheric affairs?
   The Monroe Doctrine

   The U.S. became a major imperial power with this war, which saw its forces defeat Spain and take control and possession of Cuba and Puerto Rico in the Caribbean and Guam and the Philippines in the Pacific. The U.S. declared war on Spain after the U.S. battleship Maine exploded in Havana harbor, and sabotage was suspected. This coincided with a Filipino revolt against Spanish rule. The U.S. initially promised to support independence for the Philippines in exchange for an alliance against the Spanish, but after destroying the Spanish fleet in single day, President McKinley decided to bring the Philippines under American control. The conflict that subsequently transpired there until 1906 killed 4,200 American soldiers, 15,000 rebel troops and about 200,000 Filipino civilians.

26. When the U.S. helped Panamanian rebels break away from Colombia, why was that an example of U.S. imperialism?
   In exchange for its support, the U.S. won the right to build and control the Panama Canal, which greatly facilitated transportation between the Atlantic and Pacific oceans.

Imperial Japan

27. What enabled Japan to flex its imperial muscle beginning in the late 19th century?
   The rapid industrialization of the Meiji Restoration allowed it to purchase modern warships from Britain.

28. How and when did Japan gain control over Korea?
   Korea essentially became a dependency of Japan in 1895 following the Sino-Japanese War, in which Japan defeated the Chinese navy in five hours. An anti-foreign rebellion had earlier broken out in Korea and the Qing dynasty was trying to reassert its authority there. But Japan had signed an unequal treaty with Korea as early as 1876 and had extensive economic interests there.

Legacies of Imperialism

Empire and Economy

29. How was India’s ancient cotton industry transformed by the British when they colonized South Asia in the 19th century?
   For some 7,000 years, people in India cultivated cotton and spun thread, weaving their own cotton textiles or supplying local artisans with the raw material to do so. But Britain turned India into a vast cotton supply region for its own textile factories. Raw cotton exports from India thus soared, and the cheap textiles produced by British factories – once exported back to India – further undermined India’s domestic cotton cloth production.

30. What brought great social and environmental change to Ceylon, Malaya and Sumatra?
   In Ceylon (modern Sri Lanka), the British introduced tea bushes from China. The result was deforestation and the recruitment of Ceylonese women to harvest the mature tea leaves, which allowed cheap tea to reach the lips of Europeans of all social classes. Malaya and Sumatra experienced a similar dynamic, albeit with the introduction of a different new crop – rubber trees.
Labor Migrations

31. Write a concise, accurate, one-sentence summary for each of this subsection’s titles:

1. European Migration – During the 19th and early 20th century, about 50 million Europeans – most of them from southern and eastern Europe – migrated in search of cheap land to cultivate or to provide labor in industrial cities, more than 60 percent of them to the U.S., although settler colonies were also established in Canada, Argentina, Australia, New Zealand and South Africa.

2. Indentured Labor Migration – During the 19th and early 20th century, about 2.5 million migrants – the majority from India but sizable numbers also from China, Japan, Java, Africa and the Pacific islands – migrated as indentured laborers to mostly tropical and subtropical lands in the Caribbean, Africa and Oceania to replace the slaves that had previously worked plantations in those regions.

3. Empire and Migration – The large-scale migrations of the 19th century went hand-in-hand with European imperialism, and they created new communities of people with distinctive ethnic identities in lands far from their original homes.

Empire and Society

32. Provide two main reasons why colonial conflicts often turned violent.

Subject peoples turned to violent resistance in their discontent about the tyrannical behavior of colonial officials, the introduction of European schools and curricula, high taxation and compulsory labor requirements. Violence also erupted among different groups of workers (indentured servants) brought artificially together on plantations.

33. Explain the difference between the terms scientific racism and popular racism.

Scientific racism was the effort to use seemingly scientific explanations to explain the imperial dominance of one people over another. One prominent group of scientific racists, led by Herbert Spencer, embraced “social Darwinism” and argued that Europeans had reached a higher stage of evolution than other peoples. Popular racism, meanwhile, resulted from first-hand experiences of Europeans, Americans and Japanese—all of whom developed a sense of superiority over the people to whom they exerted imperial power.

Nationalism and Anti-Colonial Movements

34. Why do you think nationalist, anti-colonial sentiment was most strong in India?

While very strong sentiment against foreigners existed in China, it was not an outright colony of any European country. India was by far the largest of the colonized lands, and its unique civilization and culture were among the oldest on the planet.

35. What kind of individuals were typically the leaders of anti-colonial campaigns?

They were almost always European-educated elites who absorbed and then tried to apply Enlightenment ideas in their homeland.