

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Focus Question: What developments in science, intellectual affairs, and the arts in the late nineteenth and early twentieth centuries “opened the way to a modern consciousness,” and how did this consciousness differ from earlier worldviews?

Science

- By the late 19th century, science was a major pillar supporting Western society’s optimistic and rationalistic view of the world.
- **"New Physics,"** much popularized after WWI, challenged long-held ideas and led to uncertainty

Marie Curie

- Worked with her husband Pierre
- Discovered that radium gave off rays of radiation
- Atoms contain small subatomic particles that behave randomly
- Died due to the radiation exposure

Max Planck

- Developed basis for quantum physics in 1900
- Postulated matter & energy might be different forms of the same thing.
- Shook foundations of 19th century physics that viewed atoms as the stable, basic building blocks of nature, with a different kind of unbreakable atom for each element.

Albert Einstein

- 1905, Theory of relativity of time and space challenged traditional ideas of Newtonian physics ($E=MC^2$)
- United apparently infinite universe with incredibly small, fast-moving subatomic world.
- Matter and energy are interchangeable and that even a particle of matter contains enormous levels of potential energy

Modern Philosophy

- A new relativism in values & loss of confidence in the objectivity of knowledge led to modernism in intellectual & cultural life
- Optimistic view was the result of progress of the past two centuries but new difficulties shattered that view.
- Rejected the general faith in progress and the power of the rational human mind.
- Philosophy moved from rational interpretations of nature & human society to an emphasis on irrationality & impulse

Friedrich Nietzsche

- **"God is Dead"** -- Claimed Christianity embodied a “slave morality,” which glorified weakness, envy, and mediocrity.
- Believed that only the creativity of a few supermen could successfully reorder the world.

Critical Thinking:

What are the characteristics of “New Physics?”

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Bergson & Sorel

- **Henri Bergson:** 1890s, convinced many young people that immediate experience and intuition were as important as rational and scientific thinking for understanding reality.
- **Georges Sorel: Syndicalism** (a manifestation of **anarchism**)
- Asserted all forms of gov't authority were unnecessary & should be overthrown
- Believed socialism would come to power through a great, violent strike of all working people.
- Ideas foreshadowed the Bolshevik Revolution; control by an elite few

Freudian Psychology

- Was first developed in the late 1880s by Sigmund Freud
- Freud one of three most important thinkers of 19th century (along with Marx and Darwin)
- Traditional psychology assumed a single, unified conscious mind processed sense experiences in a rational and logical way.
- Freudian psychology seemed to reflect the spirit of the early 20th century, with its emphasis on men and women as greedy, grasping, irrational creatures.
- Became an international movement by 1910 and received popular attention after 1918, especially in Protestant countries of Northern Europe and the U.S.

- Freud asserted that because the human unconscious (**ID**) is driven by sexual, aggressive, and pleasure-seeking desires, humans are therefore NOT rational! ID battles Ego & Superego
- **ID:** Human unconsciousness
- **Ego:** Rationalizing conscious mediates what a person *can* do.
- **Superego:** Ingrained moral values specifies what a person should do.

- Shattered Enlightenment view of rationality and progress.
- Freud agreed with Nietzsche that mechanisms of rational thinking and traditional moral values can be too strong on the human psyche

Freud and the Concept of Repression pg 727

1. According to Freud, how did he discover the existence of repression?

2. What function does repression perform?

Critical Thinking:

Outline Freud's ideas.

Freud's ideas on repression will be used to treat WWI soldiers suffering shell shock. Why do you think so?

Freud and the Concept of Repression

FREUD'S PSYCHOANALYTICAL THEORIES RESULTED from his attempt to understand the world of the unconscious. This excerpt is taken from a lecture given in 1909 in which Freud described how he arrived at his theory of the role of repression. Although Freud valued science and reason, his theories of the unconscious produced a new image of the human being as governed less by reason than by irrational forces.

Sigmund Freud, *Five Lectures on Psychoanalysis*

I did not abandon [the technique of encouraging patients to reveal forgotten experiences], however, before the observations I made during my use of it afforded me decisive evidence. I found confirmation of the fact that the forgotten memories were not lost. They were in the patient's possession and were ready to emerge in association to what was still known by him; but there was some force that prevented them from becoming conscious and compelled them to remain unconscious. The existence of this force could be assumed with certainty, since one became aware of an effort corresponding to it if, in opposition to it, one tried to introduce the unconscious memories into the patient's consciousness. The force which was maintaining the pathological condition became apparent in the form of resistance on the part of the patient.

It was on this idea of resistance, then, that I based my view of the course of physical events in hysteria. In order to effect a recovery, it had proved necessary to remove these resistances. Starting out from the mechanism of cure, it now became possible to construct quite definite ideas of the origin of the illness. The same forces which, in the form of resistance, were now offering opposition to the forgotten material's being made conscious, must formerly have brought

about the forgetting and must have pushed the pathogenic experiences in question out of consciousness. I gave the name of "repression" to this hypothetical process, and I considered that it was proved by the undeniable existence of resistance.

The further question could then be raised as to what these forces were and what the determinants were of the repression in which we now recognized the pathogenic mechanism of hysteria. A comparative study of the pathogenic situations which we had come to know through the cathartic procedure made it possible to answer this question. All these experiences had involved the emergence of a wishful impulse which was in sharp contrast to the subject's other wishes and which proved incompatible with the ethical and aesthetic standards of his personality. There had been a short conflict, and the end of this internal struggle was that the idea which had appeared before consciousness as the vehicle of this irreconcilable wish fell a victim to repression, was pushed out of consciousness with all its attached memories, and was forgotten. Thus, the incompatibility of the wish in question with the patient's ego was the motive for the repression; the subject's ethical and other standards were the repressing forces. An acceptance of the incompatible wishful impulse or a prolongation of the conflict would have produced a high degree of unpleasure; this unpleasure was avoided by means of repression, which was thus revealed as one of the devices serving to protect the mental personality.



According to Freud, how did he discover the existence of repression? What function does repression perform? What aspects of modern European society might have contributed to forcing individuals into repressive modes of thinking and acting?

Source: From *Five Lectures on Psycho-analysis* by Sigmund Freud, translated by James Strachey. Copyright © 1961 by James Strachey. Used by permission of W. W. Norton & Company, Inc. and Sigmund Freud Copyrights Ltd.

1. PATTERNS OF CONTINUITY AND CHANGE: What about Freud's ideas challenged earlier beliefs about human rationality?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Science and Thought

- **Charles Darwin:** *On the Origin of Species by the Means of Natural Selection*, 1859
 - Theory of evolution: All life had gradually evolved from a common ancestral origin in an unending “struggle for survival;” species most able to adapt survived
 - Darwin’s theory refuted literal interpretation of the Bible; created a crisis in some churches
- **Social Darwinism: Herbert Spencer** applied Darwin’s ideas to human society -- “**survival of the fittest**”; natural laws dictated why certain people were successful and others were not.

Ideology: Nationalism and Social Darwinism

- “**White Man's Burden**”: racist patronizing that preached that the “superior” Westerners had an obligation to bring their culture to “uncivilized” peoples in other parts of the world.
 - Poem by **Rudyard Kipling**
- Germany and Russia especially used imperialistic drives to divert popular attention from the class struggle at home and to create a false sense of national unity.

Rise of German Racism

- Volkish Thought: idea by Chamberlain who said modern Germans are the only pure successors of the “Aryans”
- Jews, Negroes, & Orientals were destructive & lower races
- Jews were singled out & seen as a national enemy in Germany
 - Parasites that wanted to destroy Germany

Critical Thinking:

Did nationalism encourage racism or did racism encourage nationalism?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Painting

- Modern art grew out of a revolt against **French impressionism** (firmly established in 1890s)
- **Impressionists** like **Monet, Manet, Renoir, and Pissarro** sought to capture the momentary overall feeling, or impression, of light falling on a real-life scene before their eyes. (Began in France)
- **Post-impressionists** (also known as Expressionists) in 1890s were united in their desire to know and depict worlds other than the visible world of fact.
 - **Vincent van Gogh** (1853-1890): *Starry Night*
 - **Paul Gauguin** (1848-1903)
 - **Paul Cézanne** (1839-1906)
 - **Henri Matisse** (1869-1954): most important French artist of 20th century
- Painted real objects, but primary concern was the arrangement of color (often primitive), line, and form as an end in itself.
- **Pablo Picasso** (1881-1973): most important artist of the 20th century
- Developed **cubism** along with Georges Braque
- Cubism concentrated on a complex geometry of zigzagging lines and sharply angled, overlapping planes.
- Often tried to portray all perspectives simultaneously

Critical Thinking:

Explain the progression from impressionism to expressionism to cubism.



AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Focus Question: What gains did women make in their movement for women's rights? How did a new right-wing politics affect the Jews in different parts of Europe? What political problems did Great Britain, Italy, France, Germany, Austria-Hungary, and Russia face between 1894 and 1914, and how did they solve them?

Movement for Women's Rights

- Women sought to achieve equality in society
- Women struggled to achieve marriage rights such as divorce & property rights
- Difficulty in finding jobs in society other than "women's work"
- Property & custody rights slowly gained but the struggle for the right to vote continued from mid-1800's to 1918

Representation of the People Act 1918

- Women over 30 gained suffrage in England
- All men gained suffrage (property qualifications completely eliminated)
- Women's suffragettes led by militant **Emmeline Pankhurst**
- **Reform Act of 1928:** Women over age 21 gained suffrage

Critical Thinking:

Trace feminism up to this point:

The Struggle for the Right to Vote pg 736-737

Directions: Read the passage *My Own Story* by suffragette Emmeline Pankhurst to answer questions 1-3 and analyze the photos to answer question 4.

1. What methods did Emmeline Pankhurst advocate be used to achieve the right to vote for women?
2. Why did she feel justified in using these methods? Do you think she was justified? Why or why not?
3. PATTERNS OF CONTINUITY AND CHANGE OVER TIME: How did these women's actions challenge established ideas about women's "nature?"
4. After analyzing the photos on page 737, what do these photos demonstrate about the suffragettes efforts for the right to vote?

The Struggle for the Right to Vote

EMMELINE PANKHURST, WITH THE HELP of her daughters, was the leader of the women's movement for the right to vote in Britain at the end of the nineteenth century and the beginning of the twentieth century. Believing that peaceful requests were achieving little from the members of Parliament, Pankhurst came to advocate more forceful methods, as is evident in this selection from *My Own Story*, her autobiography published in 1914. Although this confrontational approach was abandoned during World War I, the British government granted women the right to vote in 1918 at the end of the war.

Emmeline Pankhurst, My Own Story

I had called upon women to join me in striking at the Government through the only thing that governments are really very much concerned about—property—and the response was immediate. Within a few days the newspapers rang with the story of the attack made on letter boxes in London, Liverpool, Birmingham, Bristol, and half a dozen other cities. In some cases the boxes, when opened by postmen, mysteriously burst into flame; in others the letters were destroyed by corrosive chemicals; in still others the addresses were rendered illegible by black fluids. Altogether it was estimated that over 5,000 letters were completely destroyed and many thousands more were delayed in transit.

It was with a deep sense of their gravity that these letter-burning protests were undertaken, but we felt that something drastic must be done in order to destroy the apathy of the men of England who view with indifference the suffering of women oppressed by unjust laws. As we pointed out, letters, precious though they may be, are less precious than human bodies and souls. . . . And so, in order to call attention to greater crimes against human beings, our letter burnings continued.

In only a few cases were the offenders apprehended, and one of the few women arrested was a helpless cripple, a woman who could move about only in a wheeled chair. She received a sentence of eight months in the first division, and, resolutely hunger striking, was forcibly fed with unusual brutality, the prison doctor deliberately breaking one of her teeth in order to insert a gag. In spite of her disabilities and

her weakness the crippled girl persisted in her hunger strike and her resistance to prison rules, and within a short time had to be released. The excessive sentences of the other pillar box destroyers resolved themselves into very short terms because of the resistance of the prisoners, every one of whom adopted the hunger strike.

It was at this time, February, 1913, less than two years ago as I write these words, that militancy, as it is now generally understood by the public began—militancy in the sense of continued, destructive, guerrilla warfare against the Government through injury to private property. Some property had been destroyed before this time, but the attacks were sporadic, and were meant to be in the nature of a warning as to what might become a settled policy. Now we indeed lighted the torch, and we did it with the absolute conviction that no other course was open to us. We had tried every other measure, as I am sure that I have demonstrated to my readers, and our years of work and suffering and sacrifice had taught us that the Government would not yield to right and justice, what the majority of members of the House of Commons admitted was right and justice, but that the Government would, as other governments invariably do, yield to expediency. Now our task was to show the Government that it was expedient to yield to the women's just demands. In order to do that we had to make England and every department of English life insecure and unsafe. We had to make English law a failure and the courts farce comedy theatres; we had to discredit the Government and Parliament in the eyes of the world; we had to spoil English sports, hurt business, destroy valuable property, demoralize the world of society, shame the churches, upset the whole orderly conduct of life.

That is, we had to do as much of this guerrilla warfare as the people of England would tolerate. When they came to the point of saying to the Government: "Stop this, in the only way it can be stopped, by giving the women of England representation," then we should extinguish our torch.

Q What methods did Emmeline Pankhurst advocate be used to achieve the right to vote for women? Why did she feel justified in using these methods? Do you think she was justified? Why or why not?

Source: From Emmeline Pankhurst, *My Own Story* (New York: Hearst International Library, 1914).

IMAGES OF EVERYDAY LIFE

The Struggle for the Right to Vote

FOR MANY FEMINISTS, THE RIGHT TO VOTE came to represent the key to other reforms that would benefit women. In Britain, suffragists attracted attention to their cause by unusual publicity stunts. The photograph at the left shows the arrest of a suffragist who had chained herself to the railings of Buckingham Palace in London. Below is a photo of Emily Davison throwing herself under the king's horse at the

Epsom Derby horse race. Shortly before her sacrificial action, she had written, "The glorious and indomitable Spirit of Liberty has but one further penalty within its power, the surrender of life itself, the supreme consummation of sacrifice." The third illustration shows police preventing Emmeline Pankhurst and her two daughters from entering Buckingham Palace to present a petition to the king. ➤



Central Press/Getty Images



© Bettmann/Corbis



Arthur Barrett/Getty Images

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Zionism

- Rise of modern anti-Semitism, persecutions, and pogroms led to a movement for a Jewish homeland
- The Zionist movement organized by Theodor Herzl & his 1896 book *The Jewish State* called Jews to settle in Palestine (part of Muslim Ottoman Empire)

Political Challenges Eve of WWI

- Britain: liberals gained control of House of Commons & David Lloyd George implemented some social reforms
- France: Third Republic very fragile & on verge of collapse due to Dreyfus Affair
- Germany: Social Democratic Party (SPD) strong but conflicting with conservatives
- Austria-Hungary: monarchy continued to struggle with multiple nationalities within the Empire – nationalism enemy of Habsburg's.
- Russia: Tsar Nicholas II struggle to hold backward Russia together with conservative rule

Birth of Socialism in Russia

- 1898--Social Democratic Worker's party founded in Minsk with Lenin as leader; Lenin exiled
- Lenin became the heir to Marx in socialist thought basic ideas central to Lenin's philosophy.
- Capitalism could be destroyed only by violent revolution; he denounced revisionism
- Socialist revolution possible under certain conditions, even in relatively backward Russia.
- Peasants were poor and thus potential revolutionaries.
- Necessity of a highly disciplined workers' party, strictly controlled by a dedicated elite of intellectuals and full-time revolutionaries (he differed from Marx in this regard).

1903 Social Democrats (Social Democratic Worker's Party) Split into 2

Factions

- **Mensheviks** (the "minority"): Wanted to await the evolution of capitalism and the proletariat; sought a more democratic party with mass membership.
- **Bolsheviks** (the "majority"): Followed Lenin's ideas

1905 Revolution ("Bloody Sunday")

- Resulted in loss of public confidence in the Tsar
 - Loss to Japanese in Russo-Japanese War
- **Duma** was weak and ineffective but increasingly critical of Czar's poor leadership
- Bolsheviks in exile planned a revolution: Lenin and Trotsky formed workers' Soviets (councils of workers, soldiers and intellectuals)
- Influence of Socialists, soldiers Soviets, & other parties and soldiers' increased before WWI

Critical Thinking:

Trace the history of anti-Semitism in Europe.

Why did socialism rise in Russia?

What was the fundamental difference between the Mensheviks & Bolsheviks?

Bloody Sunday

ON JANUARY 9, 1905, A MASSIVE PROCESSION of workers led by a Russian Orthodox priest loyal to the tsar, Father Gregory Gapon, carried pictures of the tsar and a petition to present to him at his imperial palace in Saint Petersburg. Although the tsar was not even there, government officials ordered troops to fire on the crowd. This account is by the leader of the procession, Father Gapon.

An Account of Bloody Sunday

We were not more than thirty yards from the soldiers, being separated from them only by the bridge over the Tarakanovskii Canal, which here marks the border of the city, when suddenly, without any warning and without a moment's delay, was heard the dry crack of many rifles. I was informed later on that a bugle was blown, but we could not hear it above the singing, and even if we had heard it we should not have known what it meant.

Vasiliev, with whom I was walking hand in hand, suddenly left hold of my arm and sank upon the snow. One of the workmen who carried the banners fell also. Immediately one of the two police officers to whom I had referred shouted out, "What are you doing? How dare you fire upon the portrait of the Tsar?" This, of course, had no effect, and both he and the other officer were shot down—as I learned afterwards, one was killed and the other dangerously wounded.

I turned rapidly to the crowd and shouted to them to lie down, and I also stretched myself out upon the ground. As we lay thus another volley was fired, and another, and yet another, till it seemed as though the shooting was continuous. The crowd first kneeled and then lay flat down, hiding their heads from the rain of bullets, while the rear

rows of the procession began to run away. The smoke of the fire lay before us like a thin cloud, and I felt it stifflingly in my throat. An old man named Lavrentiev, who was carrying the Tsar's portrait, had been one of the first victims. Another old man caught the portrait as it fell from his hands and carried it till he too was killed by the next volley. With his last gasp the old man said, "I may die, but I will see the Tsar." One of the banner-carriers had his arm broken by a bullet. A little boy of ten years, who was carrying a church lantern, fell pierced by a bullet, but still held the lantern tightly and tried to rise again, when another shot struck him down. Both the smiths who had guarded me were killed, as well as all those who were carrying the icons and banners; and all these emblems now lay scattered on the snow. . . .

Horror crept into my heart. The thought flashed through my mind, "And this is the work of our Little Father, the Tsar." Perhaps this anger saved me, for now I knew in very truth that a new chapter was opened in the book of the history of our people. I stood up, and a little group of workmen gathered round me again. Looking backward, I saw that our line, though still stretching away into the distance, was broken and that many of the people were fleeing. It was in vain that I called to them, and in a moment I stood there, the center of a few scores of men, trembling with indignation amid the broken ruins of our movement.

Q What may have led the troops to fire on the demonstrators? According to this selection, who was responsible for the shooting? Was the author justified in holding them responsible? Why or why not? What impact, if any, might the violence of 1905 have had on the events of 1917?

Source: From George Gapon, *The Story of My Life* (New York: Dutton, 1906), pp. 182–85.

1. What may have led the troops to fire on the demonstrators? According to this selection, who was responsible for the shooting?
2. Was the author justified in holding them responsible? Why or why not?
3. HISTORICAL CAUSATION: How might Bloody Sunday have contributed to the Russian Revolution of 1917?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*
Class Notes & Critical Thinking

Focus Question: What were the causes of the new imperialism that took place after 1880, and what effects did European imperialism have in Africa and Asia?

Imperialism

- Definition: the control of one people by another (can be political, economic or cultural)
- Old Imperialism: age of exploration, mutually beneficial, trading stations
- New Imperialism: domination, racism, power

New Imperialism

- Began in 1870s colonized Asia and Africa by using military force to take control of local governments
- Exploiting local economies for raw materials required by Europe's growing industry
- Imposing Western values to benefit the "backwards" colonies.

European Migration

- Between 1815 and 1932 more than 60 million people left Europe
- Migrants went primarily to European-inhabited areas: North and South America, Australia, New Zealand, and Siberia.
- European migration provided further impetus for Western expansion
- Most were poor from rural areas, though seldom from the poorest classes (due to oppressive land policies)

Critical Thinking:

How will new imperialism change the shape of the relations between the European nations?

Construct a Venn Diagram comparing & contrasting old imperialism with new imperialism and/or draw sketches to demonstrate them.

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Major Causes for the Imperialist Impulse

- Search for new markets and raw materials
- Missionary work: far more successful in Africa than in Asia and Islamic world.
- New military and naval bases to protect one's interests against other European powers
- Britain concerned by French & German land grabs in 1880s; might seal off their empires with high tariffs & restrictions; future economic opportunities might be lost forever.
- Increased tensions between the "haves" (e.g. British Empire) and the "have nots" (e.g. Germany & Italy) who came in late to the imperialistic competition.

Ideology: Nationalism and Social Darwinism

- **"White Man's Burden"**: racist patronizing that preached that the "superior" Westerners had an obligation to bring their culture to "uncivilized" peoples in other parts of the world.
 - Poem by **Rudyard Kipling**
- Germany and Russia especially used imperialistic drives to divert popular attention from the class struggle at home and to create a false sense of national unity.

Definition of White Man's Burden

- The term *White Man's Burden* comes from an 1899 poem by British poet Rudyard Kipling written to induce the United States to join Europe in the imperial conquest of the globe in order to "civilize" the supposedly backward countries being subjected to European rule. Prior to the Spanish-American War (1898), the U.S. had avoided taking colonies, but in the war had seized multiple colonies from Spain, including the Philippines, where the U.S. Army was engaged in fighting an indigenous independence movement, actions increasingly unpopular with the American public. In his poem, Kipling describes imperialism as an onerous task but a duty for white Europeans, including America's ruling class, to pursue. The poem refers to Filipinos as "half-devil and half-child," an attitude reflective of imperialist paternalism

Critical Thinking:

Which cause do you think had the most impact on bringing about new imperialism?

What ideas shaped racist justification for imperialism?

***The White Man's Burden* by Rudyard Kipling**

1. Read through the poem and fill out the chart below. Make sure you use the words of Kipling.

A. What words does Kipling use to describe the white man?	B. What words does Kipling use to describe the natives?	C. What words describe the white man's burden?	D. What words describe the response of the natives?

2. Answer the following questions for discussion.

- a. What do you think Kipling means by the "best"?

- b. What do you think about his choice of words?

- c. Do you think a writer could use these words today? Would it be "politically correct?"

- d. Do you think the poem is racist? Why? Why not?

- e. In your own words, how would you describe the white man's burden?

- f. Do you think Kipling accurately describes Western Imperialism?

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

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

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

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

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

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

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

Take up the White Man's burden--
Have done with childish days--
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!

Opposing Viewpoints pg 746 – Now read *The Black Man's Burden* to contrast point of view.

1. How does the selection by Edward Morel challenge or undermine Kipling's beliefs?

AP European History - Chapter 24 An Age of Modernity, Anxiety, and Imperialism, 1894-1914
Class Notes & Critical Thinking

Edward Morel, *The Black Man's Burden*

It is [the Africans] who carry the "Black man's burden." They have not withered away before the white man's occupation. Indeed . . . Africa has ultimately absorbed within itself every Caucasian and, for that matter, every Semitic invader, too. In hewing out for himself a fixed abode in Africa, the white man has massacred the African in heaps. The African has survived, and it is well for the white settlers that he has. . . .

What the partial occupation of his soil by the white man has failed to do; what the mapping out of European political "spheres of influence" has failed to do; what the Maxim [machine gun] and the rifle, the slave gang, labor in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; whatever the overseas slave trade failed to do; the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing.

For from the evils of the latter, scientifically applied and enforced, there is no escape for the African. Its destructive effects are not spasmodic: they are permanent. In its permanence resides its fatal consequences. It kills not the body merely, but the soul. It breaks the spirit. It attacks the African at every turn, from every point of vantage. It wrecks his polity, uproots him from the land, invades his family life, destroys his natural pursuits and occupations, claims his whole time, enslaves him in his own home. . . .

(continued)

(Opposing Viewpoints continued)

In Africa, especially in tropical Africa, which a capitalistic imperialism threatens and has, in part, already devastated, man is incapable of reacting against unnatural conditions. In those regions man is engaged in a perpetual struggle against disease and an exhausting climate, which tells heavily upon childbearing; and there is no scientific machinery for saving the weaker members of the community. The African of the tropics is capable of tremendous physical labors. But he cannot accommodate himself to the European system of monotonous, uninterrupted labor, with its long and regular hours, involving, moreover, as it frequently does, severance from natural surroundings and nostalgia, the condition of melancholy resulting from separation from home, a malady to which the African is specially prone. Climatic conditions forbid it. When the system is forced upon him, the tropical African droops and dies.

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling

with the increasing perfectibility in the killing power of modern armament. . . .

Thus, the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism. . . .

To reduce all the varied and picturesque and stimulating episodes in savage life to a dull routine of endless toil for uncomprehended ends, to dislocate social ties and disrupt social institutions; to stifle nascent desires and crush mental development; to graft upon primitive passions the annihilating evils of scientific slavery, and the bestial imaginings of civilized man, unrestrained by convention or law; in fine, to kill the soul in a people—this is a crime which transcends physical murder.



What arguments did Kipling make to justify European expansion in Africa and Asia? How does the selection by Edward Morel challenge or undermine Kipling's beliefs?

Sources: Rudyard Kipling, *The White Man's Burden*. From *Rudyard Kipling's Verse* (Garden City, NY: Doubleday, 1919), pp. 371–72. Edward Morel, *The Black Man's Burden*. From E. D. Morel, *The Black Man's Burden: The White Man in Africa from the Fifteenth Century to World War I* (London: National Labour Press, 1920).

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Africa: Berlin Conference 1884-85

- Established the "rules" for conquest of Africa
- Sponsored by Bismarck & Jules Ferry ; sought to prevent conflict over imperialism
- Congress coincided with Germany's rise as an imperial power
- Agreed to stop slavery and slave trade in Africa
- **Germany** took control of Cameroon, Togo, southwest Africa, & East Africa
- **France** took control Tunisia, Algeria, French West Africa (including Morocco, Sahara, Sudan, Congo basin)
- **Italy**: took control of Libya
- **Britain**: perhaps the most enlightened of the imperialist powers (though still oppressive)
 - Took control of Egypt in 1883 (model for "New Imperialism")
 - Pushed southward and took control of Sudan
- **Advanced Weaponry**: machine gun, minié ball (bullet), breech-loading rifle – ensured military superiority over colonized areas
 - **Battle of Omdurman** (1898): Brits defeated Sudanese tribesman and killed 11,000 (use of machine gun) while only 28 Britons died
- **Fashoda Incident** (1898): France & Britain nearly went to war over Sudan; France backed down in the face of the Dreyfus Affair

Africa

- 1880, Europeans controlled 10% of Africa; by 1914 controlled all except Liberia & Ethiopia
- **Belgian Congo**
 - At behest of **Leopold II**, H. M. Stanley established trading stations, signed "treaties" with African chiefs, and claimed land for Belgium.
 - Leopold's incursion into Congo basin raised the question of the political fate of black Africa (south of the Sahara); also Britain's conquest of Egypt

South Africa and the Boer War (1899-1902)

- Cape-to Cairo dream where Britain would dominate the continent.
- Diamonds and gold were discovered in the Transvaal and Rhodes wanted to extend his influence there but region controlled by Boers (descendants of Dutch settlers)
- **Kruger Telegram** (1902): Kaiser Wilhelm II, dispatched telegram to Boers congratulating them on defeating British invaders without need of German assistance
 - Anger swept through Britain aimed at Germany.
- Massive British force eventually defeated Boers and in 1910 the Transvaal, Orange Free State, Cape Colony, & Natal combined to form the Union of South Africa.

Critical Thinking:

Who had the most success *early* in expanding their power? Why do you suppose so?

Why did the European powers meet to divide up Africa? Why not just go and take land?

What was the importance of Wilhelm's Kruger Telegram?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

England's Empire

- By 1900, Britain controlled 1/5 of world's territory: including Australia, Canada, India
- "The Empire upon which the sun never sets": Possible to travel around world by railroad & sea, moving only through British territories.

Asia

- France: Indochina
- Britain: Burma, Malay Peninsula, North Borneo
- Germany: certain Pacific islands
- Russia: Persia, outlying provinces of China
- Spanish-American War, 1898: U.S. defeated Spain, took Philippines, Guam, Hawaii & Cuba
- Responses to Western Imperialism in Asia
 - **India** was the jewel of the British Empire
 - **Mogul Empire**: Muslims empire in Indian subcontinent fell apart in the 17th century

Japan & China

- **China**: carved into **spheres of influence** in late 19th century
- **Sino-Japanese War** of 1894-95: revealed China's helplessness, triggered a rush for foreign concessions and protectorates in china.

China - Taiping Rebellion of 1850

- Primarily caused by differing Chinese factions: rebels opposed Manchus
- As many as 20 million people perished.
- Manchus defeated rebellion after 14 years with the help of the British military.

China

- Britain, France, Germany, Russia and Japan each came to control a piece of eastern China
- **Dr. Sun Yat-sen** a revolutionary, sought to overthrow the Manchu dynasty and establish a republic; sparked the beginning of a Chinese nationalist movement
- **Open Door Policy**, sponsored by the U.S. in 1899, sought to open commerce to imperial latecomers like itself, urged the Europeans to allow free trade within China while respecting its territorial integrity.
- **Boxer Rebellion**, 1900: Patriotic uprising by Chinese nationalists against Western encroachment, was put down by imperial powers in 1900; Manchu dynasty would soon fall

Critical Thinking:

How did China try to resist imperialism?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Japan

- **ONLY** major Asian power to resist being swallowed up by the imperialists.
- Unlike China, Japan quickly modernized and became an imperial power by late 19th century
- **Meiji Restoration**, 1867: resulted in series of reforms to compete with the West
- Will challenge Western dominance & will become an imperial power

Russo-Japanese War (1904)

- Russia and Japan both had designs on Manchuria and Korea
- Japanese concerned about Russian Trans-Siberian Railway across Manchuria
- Japan destroyed Russian fleet off coast of Korea and won major battles on land although Russians turned the tide on land subsequently.
- Westerners horrified that Japan had defeated a major Western power.
- **Treaty of Portsmouth** (mediated by U.S. president Theodore Roosevelt) ended war with Japan winning major concessions (preferred position in Manchuria, protectorate in Korea, half of Sakhalin Island)
- Long-term impact of war: Russia turned to the Balkans, Russian Revolution, and revolt of Asia in 20th century (Asians hoped to emulate Japan power and win their independence); annexation of Korea

England & India

- **British East India Company** took last native state in India by 1848.
- **Sepoy Mutiny**, 1857-58
- Insurrection of Hindu & Muslim soldiers in British Army spread in northern & central India before it was crushed, primarily by loyal native troops from southern India.
 - After 1858, India ruled by British Parliament in London and administered by a tiny, all-white civil service in India.
- British reforms in India
 - Modern system of progressive secondary education (to train Indian civil servants), economic reforms (irrigation, railroads, tea and jute plantations), creation of unified and powerful state.

Indian National Congress (formed in 1885)

- Educated Indians, predominantly Hindu, demanded increasing equality & self-gov't
- The Congress gave Indians role in their government under British control
- India became independent in 1946 (just after WWII)

Critical Thinking:

What impact did Imperialism have on China? Why was Japan so different?

Why was Russia's defeat by Japan so important on a world scale? At home in Russia?

What was the impact of the Sepoy Mutiny on Britain? Did the challenge to imperialism change their policy?

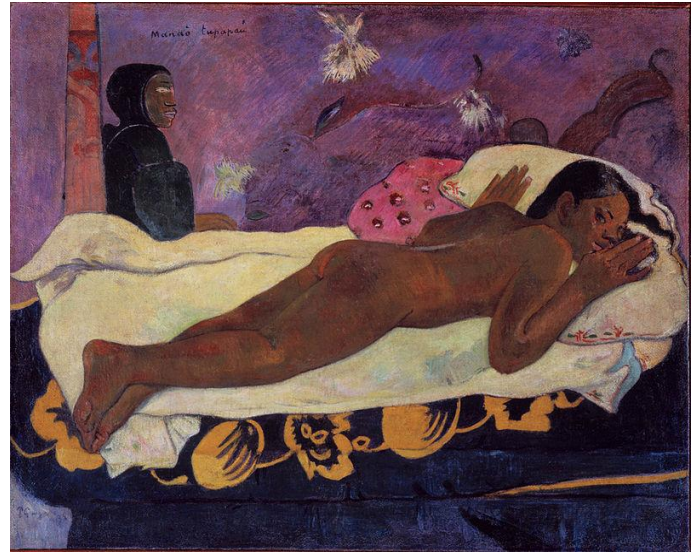
AP European History - Chapter 24 An Age of Modernity, Anxiety, and Imperialism, 1894-1914
Class Notes & Critical Thinking

Primitivism:

- Western art movement that borrows visual forms from non-Western or prehistoric peoples
- “Primitivism” is less an aesthetic movement than a sensibility or cultural attitude that has informed diverse aspects of Modern art. It refers to Modern art that alludes to specific stylistic elements of tribal objects and other non-Western art forms.



Pablo Picasso, *Les Femmes d'Alger (O.J. Version O)*, 1906-1909



Paul Gauguin, *Spirit of the Dead Watching*, 1892. Oil on canvas

1. How do the works of art demonstrate reactions to imperialism? Explain by providing details from each painting.
2. Are there stereotypes present in the paintings? Explain.
3. How do you suppose people responded to works of art like these?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

Focus Questions: What was the Bismarckian System of alliances, and how successful was it at keeping the peace? What issues lay behind the international crises that Europe faced in the late nineteenth and early twentieth centuries?

The Bismarckian System

- Bismarck arranged systems of alliances in order to keep Germany in the majority 3 of the 5 great powers of Europe
- Fear of rivalry over Balkans & an emerging power struggle due to declining Ottoman Empire
- Three Emperors' League (1873 & 1881): Germany, Austria, and Russia in a mutual defense pact concerning Balkans (Russia refused to renew in 1887)

The "Eastern Question"

- 1870s--constant crisis in the Balkans (who would control region after the Ottoman Empire?)
- Russia's dream since reign of Catherine the Great was to retake the Balkans and ultimately Constantinople (the old capital of Byzantine Empire and the cradle of Orthodox Christianity)
 - **Pan-Slavism**: Idea of uniting all Slavs in Europe under one gov't (Russia)
- Russia defeated the Ottoman Empire by 1878 and seemed poised to dominate the Balkans
- Britain refused to accept Russian hegemony in Balkans and sent navy to help Turks
 - Nationalistic spirit in Britain came to be known as "**jingoism**" (after a popular poem)
 - Bismarck offered to mediate the crisis (came to be the Congress of Berlin)

Congress of Berlin (1878)

- Russia left the conference with little despite defeating the Turks
- Recognition of Rumania, Serbia and Montenegro as independent states.
- Establishment of the autonomous principality of Bulgaria (still within Ottoman Empire)
- Austrian acquisition of Bosnia and Herzegovina
- Transfer of Cyprus to Great Britain, not far from the Suez Canal.
- Though Disraeli was most responsible for the agreements, Russia blamed Bismarck
- (Note: Congress of Berlin is NOT Berlin Conference which carved up Africa)
- Russian hostility toward Germany led Bismarck (1879) to embark upon a new system of alliances which transformed European diplomacy and effectively killed remnants of Concert of Europe

Critical Thinking:

Was Bismarck's system of alliance Machiavellian? Why or why not?

Why was Russia so concerned about the Balkans?

Why was the Congress of Berlin so significant?

AP European History - Chapter 24 *An Age of Modernity, Anxiety, and Imperialism, 1894-1914*

Class Notes & Critical Thinking

New Alliances

- Triple Alliance (1882): after Three Emperor's League was destroyed with Congress of Berlin, Germany sought to make new alliance with Austria & Italy
- Reinsurance Treaty (1887): Bismarck sought alliance with Russia in hopes to prevent Russian-French alliance = 2 front war

Wilhelm II Kills Bismarckian System

- Bismarck fired 1890 despite the Bismarckian System successfully keeping peace
- Wilhelm sought to expand Germany's power & hated the restrictions from Bismarckian System
- France & Russia allied 1894
- Triple Entente formed 1907: Fr, GB, Russia

Critical Thinking:

Why are alliances a good thing? What can make them a bad decision?

Critical Thinking: What do you think will be the major impact of Wilhelm firing Bismarck & destroying the Bismarckian System?

The Alliances: draw a diagram demonstrating the progression of alliances by including the member nations.