

Periodization Question: Why 1750 – 1914?

1750 – Start of political revolutions, industrial revolution, capitalism

1914 – WWI, Decline of Empire (Ottoman, China, Russia)



**‘The West, The “Wannabes”
and The Rest’**

Unit IV

1750-1914

The Two “I’s”

- In Unit IV it's the Two I's: **Industrialization** and **Imperialism**.
- **Nationalism** – introduced by the French Revolution – becomes a major category for identity.
- Imperialism leads to the development of **Land AND Sea-based empires**.
- In order to justify imperialism the idea of ‘**race**’ is developed by the West to keep their subject peoples in place.
- **Traditional/Religious life** are brought under immense pressure by the pace of industrial life and new scientific discoveries.

Big Picture Themes

A faded, sepia-toned illustration of a globe with a figure standing on it, surrounded by various symbols of industry and commerce. The figure appears to be a person in a top hat, possibly representing a global leader or a personification of the world. The globe is surrounded by various symbols of industry and commerce, including a factory, a ship, and a train. The overall style is that of a historical or educational illustration.

- ❖ Political Revolutions
- ❖ Industrialization
- ❖ Dominance of the West
- ❖ Imperialism
- ❖ Reactions to Imperialism
- ❖ Global Trade
- ❖ New Economic Systems
- ❖ Population Shifts

Who is Who?

The West

Western Europe

The United States

Canada

Australia

New Zealand

Industrialized societies
with industrialized
militaries

Heavily influenced by
nationalism and science

The Wannabes

Russia

Japan

Both had government
sponsored programs to
industrialize their
economies.

Both imported industrial
technology and western
ideas and culture.

Everyone Else

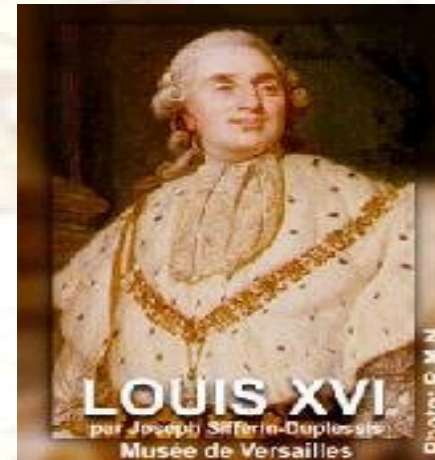
Either becomes directly
colonized by the West or
becomes a “sphere of
influence” to Western
powers.

All of these areas will
attempt to throw out the
West, but fail to do so.

Only Latin America will be
able to throw the
Europeans out. BUT they
will play a similar role to
the one they played as
colonies.

Political Revolutions and Independence Movements

- Revolutions
 - Why Revolution now?
 - Where?
 - United States (1776)
 - France (1789)
 - Haiti (1803)
 - Latin America



American Revolution

- Laws passed by the English government to limit expansion as well as pass laws on the American colonies
- American colonies looking for more independence
- On July 4, 1776 the Declaration of Independence is issued
- Articles of Confederation adopted on November 15, 1777 making Congress the sole authority
- In 1789, the U.S. sets up a new constitutional structure with checks and balances between the different branches of government as well as limited voting rights (to wealthy white males)



French Revolution

- The revolution's start was in the 1780s with resentment towards royal power, food scarcity and the rise of Enlightenment ideas
- Louis XVI was forced to convoke the Estates-General
- Third estate made up of the lower class wanted more representation; declared themselves the National Assembly
- On June 20, 1789, the National Assembly swore the Tennis Court Oath and would not leave until a new constitution had been made (Declaration of the rights of Man and the Citizen)
- On July 14, 1789, the prison of Bastille was taken by the rebellion, and served as a symbol of the revolution
- Feudalism abolished on August 4, 1789

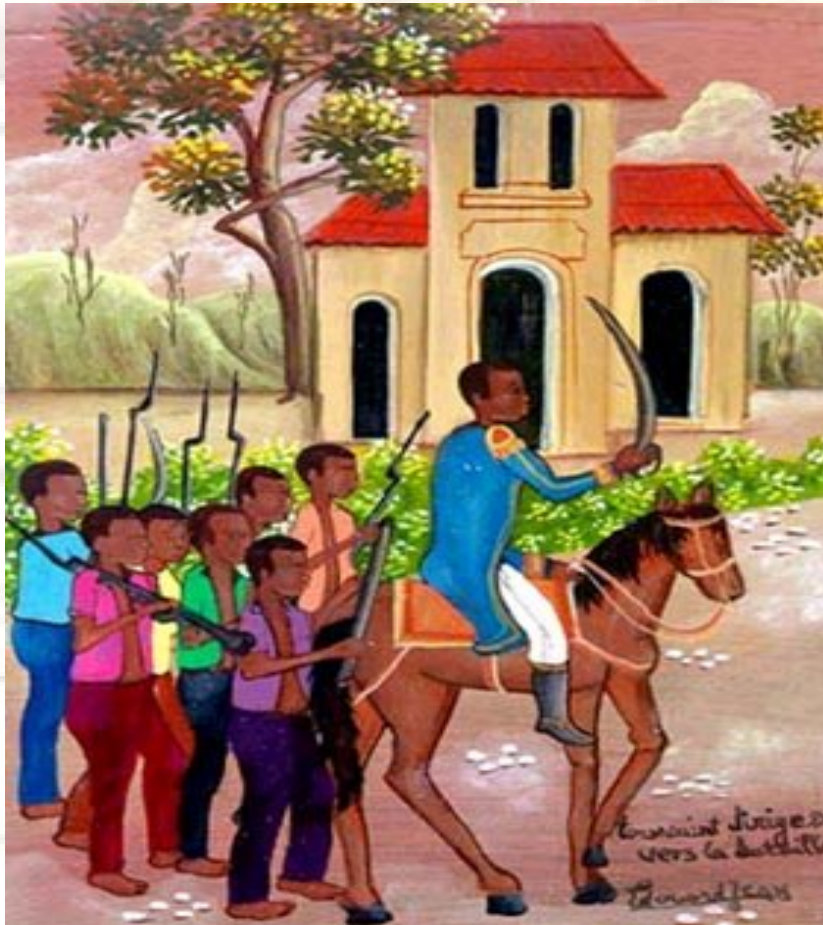


French Revolution

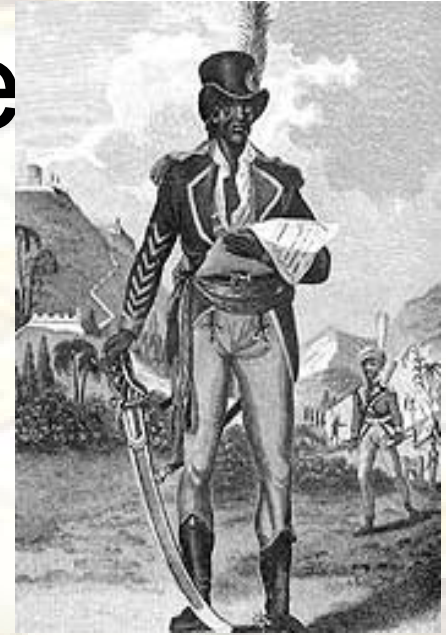
- Radical phase started by 1792; led by Maximilien Robespierre
- King was executed and the Reign of Terror occurred in which unpopular factions were destroyed
- Constitution proclaimed male suffrage, slavery temporarily abolished and spirit of nationalism
- Final phase of revolution occurred under Napoleon from 1799 to 1815 during which expansion of the French empire occurred
- Parliament reduced in power, but religious freedom, equality for men, education, were promoted

Political Revolutions and Independence Moveme

Haitian Revolution



Toussaint
L'Ouverture



Haitian Revolution

- Began on August 22, 1781
- Slave uprising against the French
- Francois Dominique Toussaint L'Ouverture organized a small military group

LEGACY

- Symbol of freedom and hope to the rest of slaves in North America
- Slave owners became aware of chance of rebellion of slaves



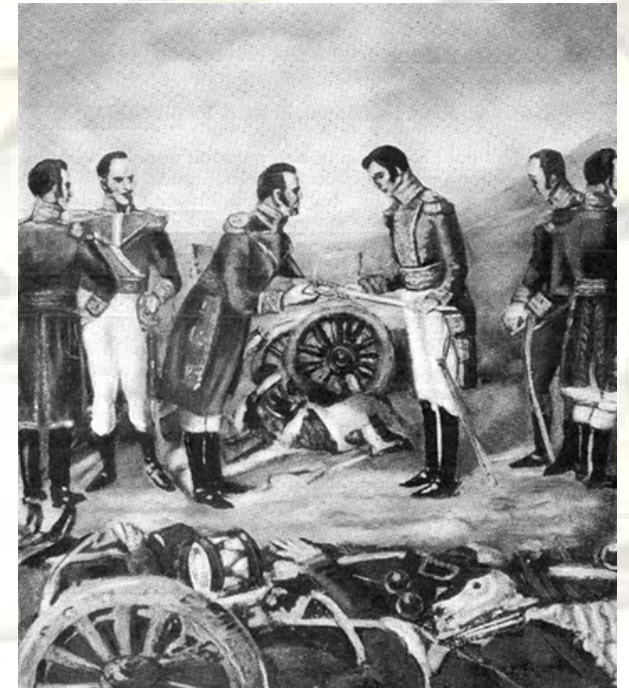
Toussaint
L'Ouverture

Political Revolutions and Independence Movements

- Latin American Independence Movements
- Why?



Simon Bolivar



Latin American Revolutions

CAUSES

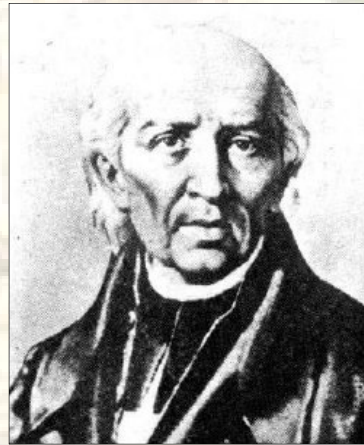
- Political and Social Inequality
 - Peninsulares
 - Creoles
 - Mestizos
 - Mulattoes
 - Native Amer./Africans/Zambos
- Enlightenment Ideas
- Napoleon's Actions
- Success of Other Revolutions



Leaders of Latin American Independence Movements



Simon Bolivar



Father Miguel Hidalgo



Dom Pedro



Jose San Martin



Augustin de Iturbide

Causes/Motives of the Revolutions

- All revolutions resulted from peasant unrest
- Industrialization and economic hardships (food shortages)
- Nationalist ideas helped to spur on all revolutions
- Media played major role in advocating change; monarchs could publish newspapers supporting their actions, controlling the public's knowledge, revolutionaries could also use media to support their beliefs of overthrowing the government
- Need to industrialize nations

Causes/Motives of the Revolutions continued

- Enlightenment thinkers challenged regimes that didn't grant religious freedoms or insisted on aristocratic privilege
- Commercialization caused merchants to challenge idea that aristocrats hold highest power
- Population increase made it harder for anyone not aristocrat to gain office; led to protesting

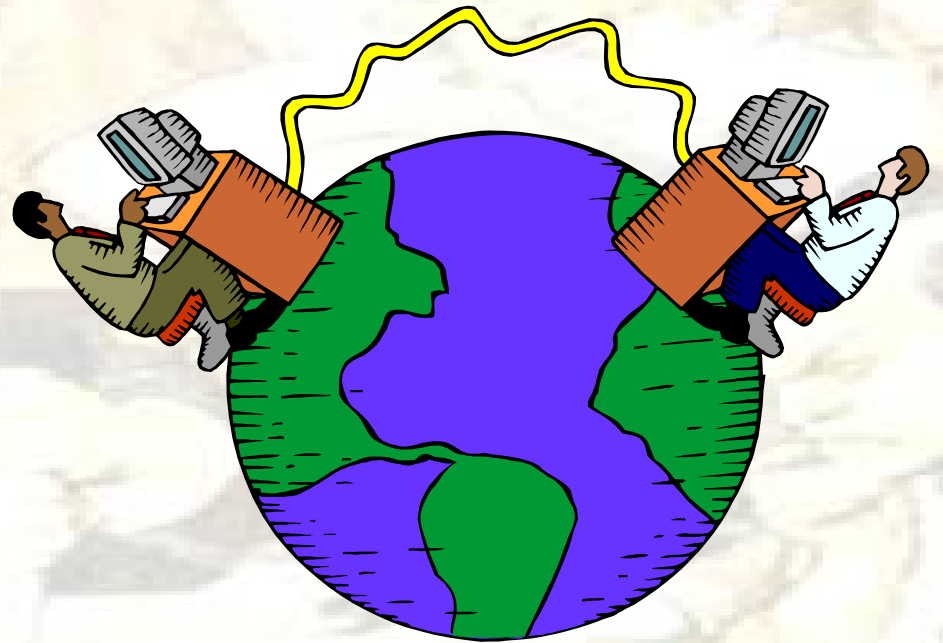


Comparison of Causes and Motivations of Revolutions

America	France	Haiti	Latin America
<ul style="list-style-type: none"> ■ Resisted Britain's attempts to impose taxes and trade controls on colonies ■ Overpopulation led young men to seek new opportunities ■ Growing commerce led to farmers and artisans looking for ways to defend social equality and community spirit ■ Stamp Act of 1765 on all documents and pamphlets 	<ul style="list-style-type: none"> ■ Large population as disease, food shortages & mortality declined ■ Capitalism introduced, economy grew ■ In lean years, 90% of peasantry lived at or below subsistence level ■ Kings competed with officers for authority; kings wanted monarchy ■ King had been involved in religious controversies 	<ul style="list-style-type: none"> ■ Slaves wanted vengeance ■ Slaves retained culture, wanted to reinstate it ■ Planters wanted independence from France ■ Free people of color wanted citizenship ■ Slaves wanted freedom (under cruel conditions) ■ Haitians received little profit from plantations (French got it all) 	<ul style="list-style-type: none"> ■ Conflict and invasion in mother country (Legitimacy of rulers) ■ Restrictions on education and trade ■ Conflict between political values (liberals and conservatives) ■ American, French, and Haitian Revolutions ■ Resented taxation and policies of mother countries

Global Connection

- Revolutions spurred on movements in other countries
- Introduced new political ideas (democracy, constitutions, etc.) used world wide
- In case of Haitian Revolution, inspired other slave rebellions
- Gave power to commoners/slaves; knew they could overthrow government
- American Revolution led to independence movements in other colonies escaping from European control



The West At Its Peak

- Unit IV is the highpoint of Western History.
- We begin with the French Revolution which introduced the idea of **nationalism**.
- The French Revolution was heavily influenced by the **Enlightenment** which emphasized **natural rights**, **rationality** and **science**.
- The French Revolution gave birth to nationalism as primary and identity and the belief that society could break with tradition and remake itself on rational/scientific grounds.



New Political Ideas

- Rise of Nationalism
- Growth of Nation-states / empires
- Rise of Democracy



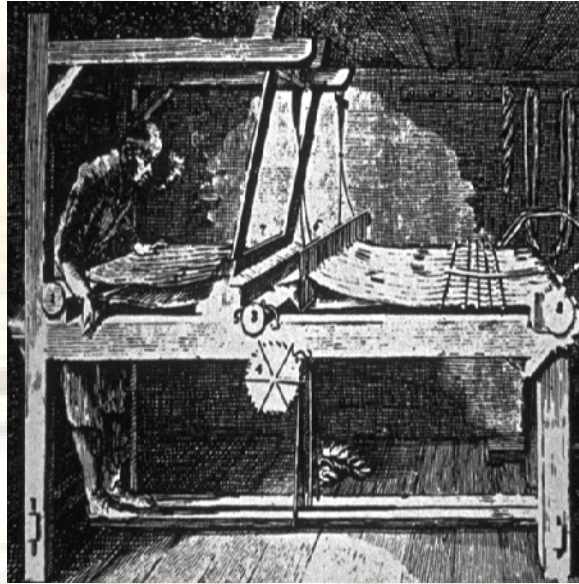
The Industrial Revolution

- **Definition:** A radical change in organization of labor and production which shatters traditional forms of production, life and ritual.
- Innovations in farming and the enclosure acts freed up much of the labor force to move into cities and work in factories.
- Western society's class system changes to one divided by Middle Class and Working Class.
- Women and Industry
- Working class women continued to work inside and outside the home.
- Middle Class women were now confined to the running of the household.



Fat cat

Power loom

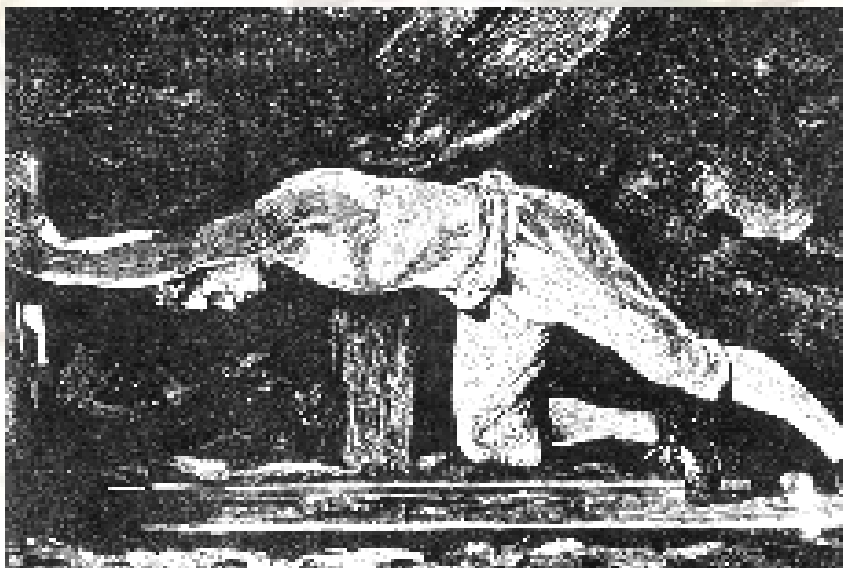


Miner



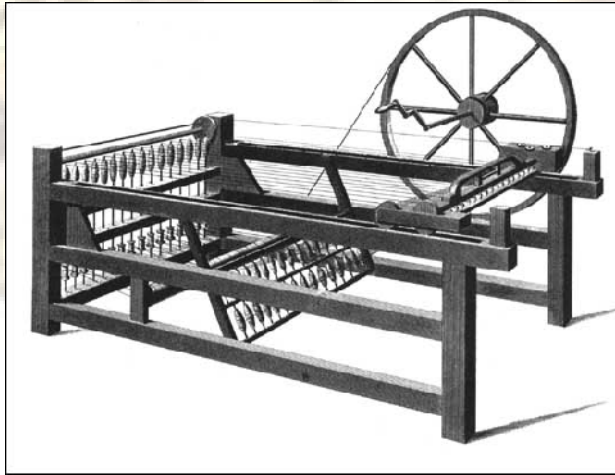
Milltown

Streetchildren



Inventions Spur Technological Advances

Britain's textile industry would be the first to be transformed. By 1800, several inventions had modernized the cotton industry.



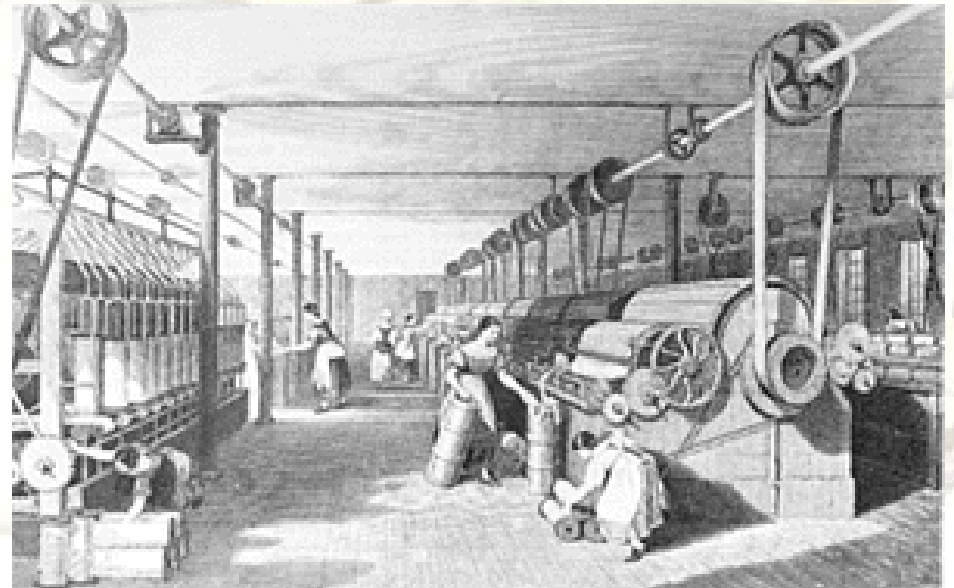
Improvements in Transportation also came about:

- New Roads
- Railroads
- Steam Power

Factory Conditions

Factory Work Was Harsh:

- There were rigid schedules with long hours and few breaks
- Work was the same day after day, week after week.
- There were high injury rates. Frequent accidents
- There was no job security. Workers were fired for being sick, working too slow, or for no reason at all.
- Women and children were paid less than men
- Wages were low



Living Conditions

Urbanization:

- Cities became more common and more populated – some doubled or tripled in size
- People migrated to cities looking for work, especially unemployed farmers due to the Enclosure Acts.
- Cities were dirty and dangerous. There was a lack of sanitation laws, no fire and police departments, no running water.



Results of the Industrial Revolution

I. Change in Social Structure

A. The traditional elite

Aristocratic nobles and landowners were still in control

B. The Capitalist Upper Class

They were entrepreneurs who used their money to buy and build factories and run large businesses.

C. The New Middle Class

Professionals, investors, merchants

They were financially stable, educated, and they aspire to become upper class.

D. The New Working Class

Lowly, unskilled, mechanical, poor, uneducated workers.

III. Labor movements

- Formed seeking better wages and working conditions.
- Workers organized into unions and threatened to strike.
- Eventually, laws limiting child labor, shorter working hours, and safer working conditions were introduced.

IV. New economic structures

- Emerge to address the new industrial society.

V. New government functions

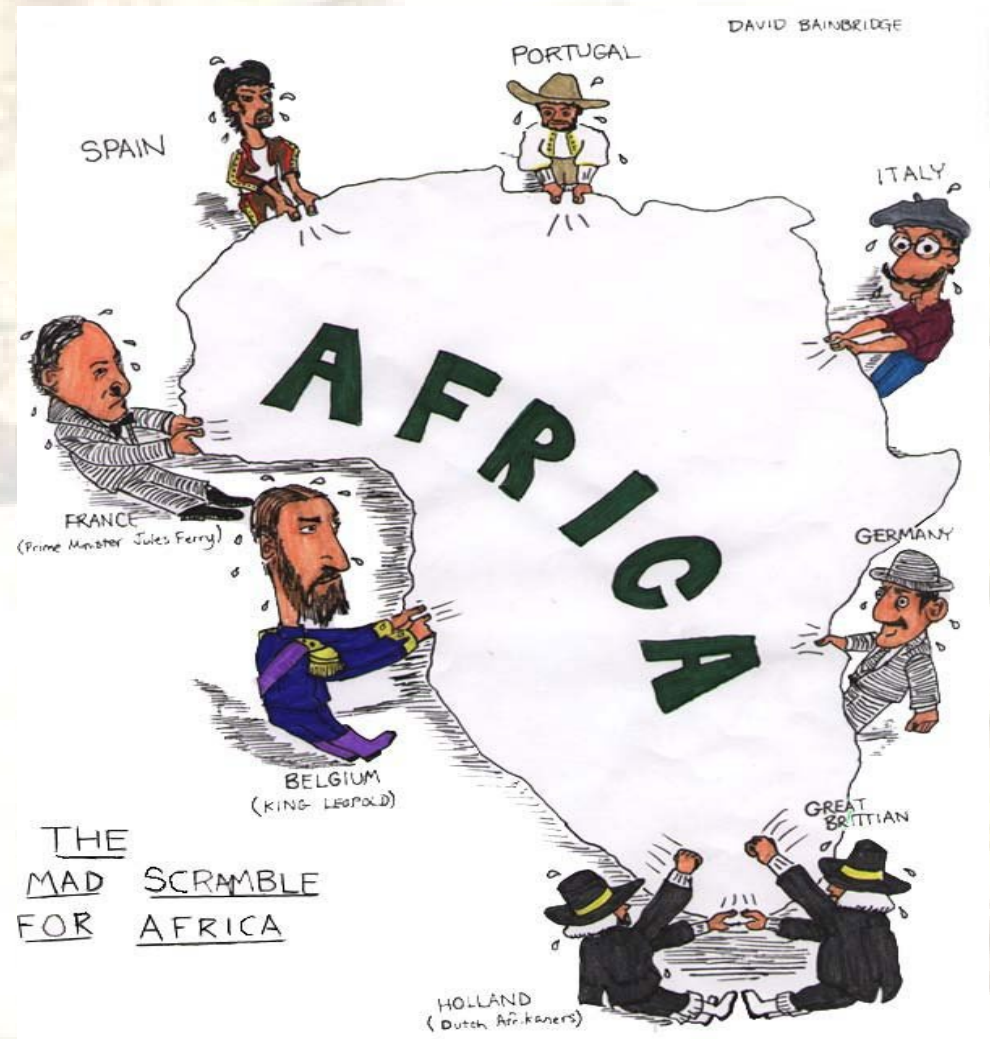
- School compulsive until age 12, and even beyond
- Wider welfare measures and regulatory roles
- Reform Bill of 1832 – Gave the Parliamentary right to vote to most middle-class men

Rise of Western Dominance

Scramble for Africa



Cecil Rhodes stands astride the whole of Africa.



Imperialism

- **Why?** Industrialization led to a new demand for markets, resources and labor.
- Industrialization also provided steam power and better gunpowder weapons as well as ways to deal with diseases in the interior of Africa and Asia.
- **The Enlightenment and Darwinism** gave the West a sense of superiority. This justified the imperialist venture. The other races were inferior and needed to be enlightened.
- **The Creation of Race:** Race is what separates the Western Empires from all previous empires. It created an impermeable line between ruler and ruled.
- Besides its economic benefits, colonies also became a sign of national greatness and so there was immense pressure to gain as many colonies as possible.

AFRICA

- SCRAMBLE FOR AFRICA
- SHAKA ZULU
- BERLIN CONFERENCE
- BOER WAR

JAPAN ASIA

- MEIJI RESTORATION
- MATTHEW PERRY
- SINO-JAPANESE WAR

CHINA

- TAIPING REBELLION
- BOXER REBELLION
- OPIUM WAR
- TREATY OF NANJING
- OPEN DOOR POLICY

IMPERIALISM

INDIA

- JEWEL IN THE CROWN
- BRITISH EAST INDIA CO.
- SEPOY MUTINY
- AMRITSAR MASSACRE

EUROPE

- NATIONALISM
- WHITE MAN'S BURDEN.
- INDUSTRIAL REVOLUTION

EFFECTS OF IMPERIALISM ON COLONIES

POSITIVE

NEGATIVE

- New roads & railroads link parts of India
- Telegraph & postal systems unite people
- Irrigation systems improve farming
- New laws mean justice for all classes
- British schools offer education
- Customs that threaten human rights are ended

- Indian resources go to Britain
- British made goods replace local goods
- Farms grow cash crops rather than food crops; Indians go hungry
- Top jobs go to British
- Indians are treated as inferiors
- Britain tries to replace Indian culture with western ways

POSITIVE

NEGATIVE

- European medicine & improved nutrition increased life span of Africans. This caused an increase in population.
- Modern transportation & communications; telegraphs, railroads, steamships, and telephones
- A small minority received improved education and economic opportunities.

- European domination led to an erosion of traditional African values and destroyed many existing social relationships
- African peoples were treated as inferior. Forced to work long hours for low pay.
- Europeans divided up Africa ignoring tribal, ethnic, and cultural boundaries. These divisions have led to ongoing tribal clashes

How did other civilizations react to imperialism?

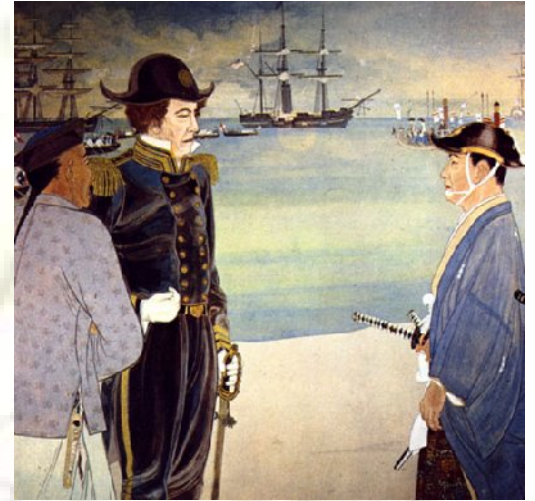
- The colonized world was there to provide the West with raw materials, labors and markets for the mother countries.
- The colonized peoples resented being colonized and viewed as inferiors. These civilizations will organize a series of rebellions – all of which will fail to find freedom from the West in Unit IV.
- Only Latin America will throw out the West but still play the economic role of a colony.
- Russia and Japan will keep the West out of their civilizations only by imitating the West.



The “Wannabes”

Japan and Russia

Meiji Japan



- The arrival of the American navy scared the Japanese into modernizing and industrializing.
- This led to the Meiji Restoration. The Meiji Emperor began a massive government sponsored modernization plan that industrialized Japan within a generation.
- Government bought out the nobles and gave them government bonds for their land. This made the nobles dependent on the restoration working or they would be broke.
- Japan played the Western powers off of each other.
- Created a Parliament (Diet), but still an oligarchy where the leaders made the decisions and the rank and file politician followed their lead.
- Japan begins to imperialize Korea and China because they too need colonies to support their industrial revolution.

Russia

- Since the time of Peter the Great (Unit III), Russia had been looking to the West.
- Like Japan, this industrialization/modernization program was sponsored by the government.
- There was also intense pressure put upon the conquered peoples of the Russian Empire to speak Russian and take on Russian names.
- Unlike Japan however, Russia was not able to fully industrialize their economy. The Russian economy will be dominated by agriculture – not industry until the time of Stalin and his Five Year Plans in Unit V.

Latin America



- In the 19th century most of Latin America freed itself from Spain and Portugal.
- Nationalist leaders like Bolivar and San Martin led Latin America to political freedom.
- However, Latin America still played the same role it did as a colony. Providing raw materials at cheap prices to the US and Britain.

South Asia

- Includes modern day: India, Pakistan, Afghanistan, Sri Lanka, Nepal, Burma.
- A civilization, but not a unified state. Was a series of dozens of monarchies and literally hundreds of languages.
- Was slowly colonized by the **British East India Company**.
- The East India Company ran the colony until the **Sepoy Rebellion**, then it became the direct possession of the crown.
- Colonization began because the East India Company sent soldiers to destroy India's textile production facilities.
- India became the "jewel in the crown" of the British Empire.
- India supplied Britain with cotton, indigo, opium and tea.

China

- At the start of Unit IV China is economically and culturally isolated and will have the world's largest economy until 1900.
- British East India Company deals opium in China and fights the **Opium Wars** to open up China's economy. This breaks the economic cycle of China gobbling up the world's silver.
- China is divided into **spheres of influence** by the Western powers and eventually Japan as well.
- There were two rebellions that tried to throw out the foreigners: **The Taiping Rebellion** and **The Boxer Rebellion**.
- Both of the rebellions failed and China continues to be dominated by the industrial powers until after World War II.



The Islamic Heartlands

- The **Ottoman Empire** tried to reform its society and industrialize with the **Tanzimat Reforms** – but it was too little too late.
- Hamstrung by a **Janissary Corp** that was very conservative and feared change and the West's unwillingness to share technology with the Turks.
- **Egypt** falls under the sway of the British and provides the Empire with cotton and grain.
- The **Mahdi Army** believed that if they returned to true Islam, they would be able to kick the British out. They failed to kick the British out but they were able to control the southern parts of Egypt.
- **Persia** is independent but becomes a sphere of influence for both Russia and Britain.

Sub-Saharan Africa

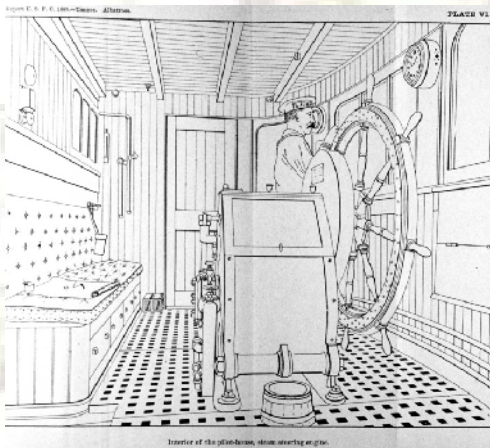
- Europeans exacerbate tensions between ethnic groups in Africa and colonize most of the continent.
- The **Berlin Conference** divided up the continent among the Western powers.
- Became a big supplier of natural resources for the Europeans. Mostly metals and tropical crops as well as ivory.
- The **Zulu Wars** were the great rebellion against the British Empire.
- Led by **Shaka Zulu** who tried to revive the idea and mythology of the traditional African “big man”.
- Lasted for many years, did significant damage to the British Army but eventually the Zulus could not overcome industrial age weapons.
- **The Boer War** in South Africa – Britain takes South Africa from the Dutch and brings it into the British Empire.

Best Examples

- **Nationalism** – Germany and Italy or Bolivar in Latin America
- **Industrialization** – England
- **Imperialism** – The British Empire
- **Reactions to Imperialism** – Japan vs. China OR The Belgians in the Congo. The Ottomans for attempts to modernize that failed.
- **Anti-Imperialist Movements** – Sepoy, Taiping, Boxer Rebellions are the most well known.
- **White Settler Colonies** – Relationship between Europeans and Indigenous peoples – Aborigines in Australia or Africans and the British and Dutch in South Africa.
- **Tropical Colonies** – India and the British Raj.

Changes in Global Commerce, Communication and Technology

- Modes of Transportation/ communication
 - Impact of railroad, steam, telegraph
 - Suez Canal, Panama Canal



Changes in Global Commerce, Communication and Technology

- Industrial Revolution
 - Origins of I.R. – where, what and when
 - Rationale of capitalism – Adam Smith
 - Impact of I.R. on time, family, work, labor
 - Relationship of nations during I.R.
 - Intellectual responses to I.R. – Marxism, socialism



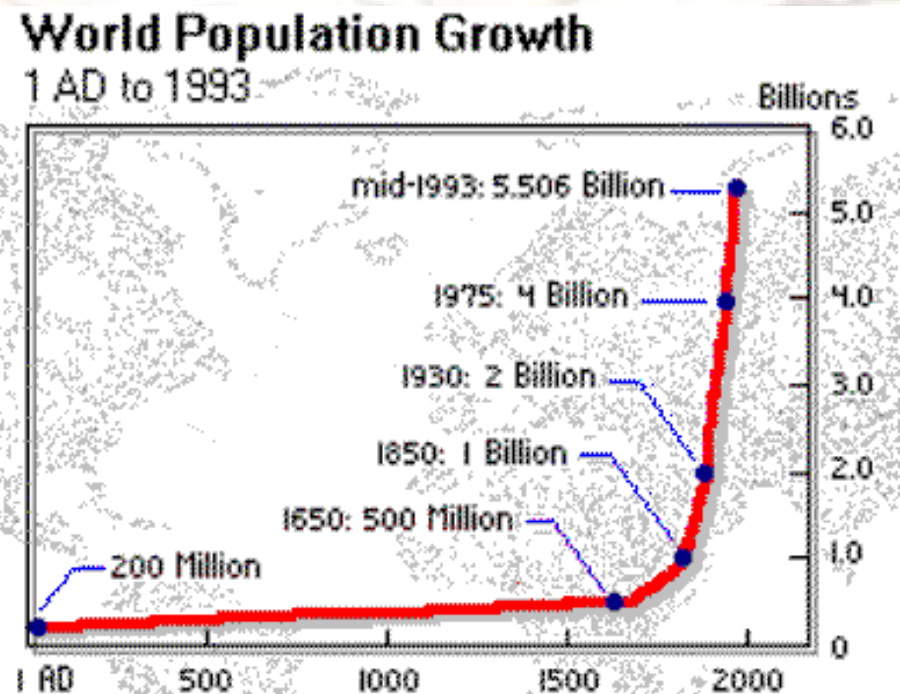
Demographic and Environmental Changes

- Migration – Immigration
 - Why?
 - Where?



Demographic and Environmental Changes

- End of Atlantic Slave Trade
- New Birthrate Patterns
- Disease prevention and eradication
- Food Supply



Changes in Social and Gender Structure

Brought About By:

- Political Revolutions
- Industrial Revolution
- Intellectual Movements
- Commercial developments
- Tension between work patterns and ideas about gender
- Emancipation of Serfs and Slaves



Effects of Revolutions on Women

Before Revolutions	After Revolutions
<ul style="list-style-type: none">■ Women expected to be wives and mothers; could not vote or hold political office■ Unmarried women under authority of their fathers■ Once married, couldn't work, enter into contracts, or control own estates without husband's permission■ Enlightenment ideas enforced beliefs that women biologically and socially different from men and should stick to domestic tasks■ Women secluded within homes; had to wear long skirts or dresses■ Lower class women had more freedom than those of upper class	<ul style="list-style-type: none">■ Women allowed to be educated: at first the sole purpose was to train them for "enlightened" role within the home■ Demand for teachers allowed for higher education; women became more confident and advocated women's rights■ As 20th century progressed, women gained right to vote in addition to other civil liberties (Ex: raised hemline of dresses) (<i>Not until Unit V</i>)■ When men went off to war, left openings in factory positions which were filled by women (proved themselves able to work in even heavy industry, including munitions) (<i>Not until Unit V</i>)

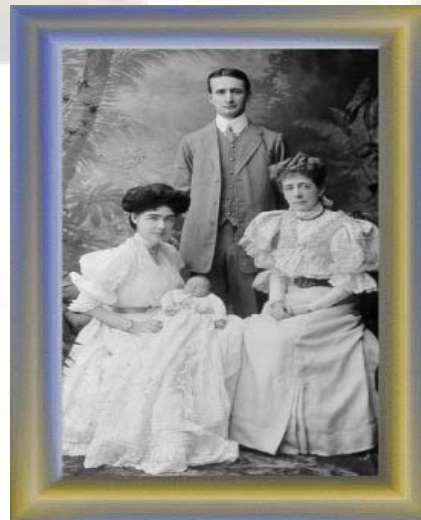
European women 19th century



Russian peasant family



Queen Victoria's family



British family in India

Changes in Social and Gender Structure

- Women's emancipation movements



Comparisons

- Industrial revolution in western Europe and Japan (causes and early phases)
- Revolutions (American, French, Haitian, Latin American, Mexican, and Chinese)
- Reaction to foreign domination in Ottoman Empire, China, India and Japan.

Comparisons



- Nationalism
- Forms of intervention in 19th century Latin America and Africa
- Roles and conditions of upper/ middle versus working/ peasant class women in western Europe

Conclusions

- What are the global processes that are at play? Which have intensified? Diminished?
- Predict how the events of the 19th century are a natural culmination of earlier developments.
- Speculate what historical events in the 19th century would have most surprised historians of earlier eras.