

Viking Quest: World History Assignments

April-May 2015

Week: 27th -May 1st

- *Read Chapter 20-4, 21-1, and 21-2*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. Pg. 641 # 1-8, Pg. 642 # 1-24, Pg. 652 # 1-8*
- *Complete Study Guide Handouts*

Reading Essentials and Study Guide



Chapter 20, Section 4

For use with textbook pages 636–641

TOWARD THE MODERN CONSCIOUSNESS

KEY TERMS

psychoanalysis a method of psychotherapy developed by Freud, in which a therapist and patient probe deeply into a patient's memory (page 637)

pogrom an organized massacre (especially of Jews) (page 639)

modernism changes in the arts in the late nineteenth and early twentieth centuries involving a break with traditional literary and artistic styles and a search for new forms of expression (page 639)

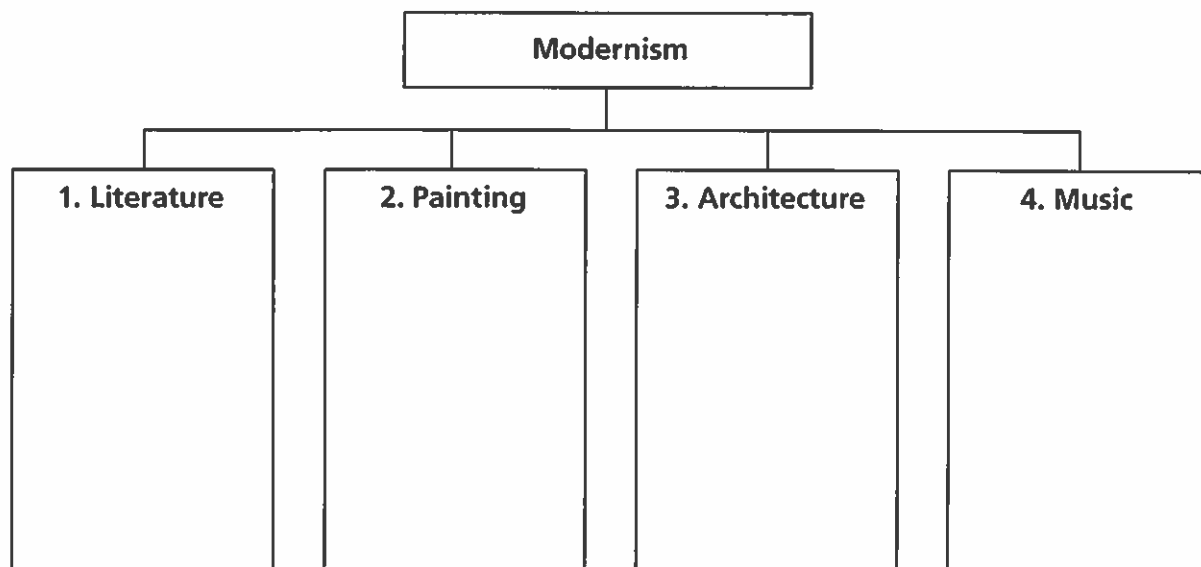
DRAWING FROM EXPERIENCE

Do you like modern art? Who is your favorite artist? Is there a particular movement that you are especially interested in?

In the last three sections, you read about the Second Industrial Revolution and other social and political changes in the late 1800s and early 1900s. In this section, you will read about new ideas in the arts and sciences during this time.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. In the late 1800s and early 1900s, many writers and artists rebelled against traditional literary and artistic styles. List the movements in literature, painting, architecture, and music during this period. Also list some of the important writers, artists, and musicians in these movements.



Reading Essentials and Study Guide

Chapter 20, Section 4 (continued)



READ TO LEARN

• A New Physics (page 636)

In the nineteenth century, Westerners had a view of the world that was based on the ideas of Isaac Newton. The universe was viewed as a giant machine. Matter was thought to be composed of solid material bodies called atoms. Time, space, and matter were believed to be objective realities that existed independently of people observing them. These views were questioned at the end of the nineteenth century. The French scientist Marie Curie discovered that an element called radium gave off energy, or radiation, that came from the atom itself. This meant that atoms were not simply hard material bodies but were small, active worlds.

At the beginning of the twentieth century, a new view of the universe was provided by Albert Einstein. In 1905, Einstein published his special theory of relativity. It stated that space and time are not absolute but are relative to the people observing them. Matter and energy also reflect the relativity of time and space. Einstein concluded that matter is simply another form of energy. This idea led to an understanding of the vast energies contained within the atom and to the Atomic Age. To some people, however, a relative universe was a universe without certainty.

5. How did Einstein's theory of relativity change people's view of the universe?

• Freud and Psychoanalysis (page 637)

The ideas of Sigmund Freud added to the uncertainty that people felt about the world at the turn of the century. In 1900 his theories were published in *The Interpretation of Dreams*. According to Freud, human behavior was strongly determined by past experiences. Freud believed that painful experiences were repressed, or hidden, from a person's conscious awareness. But these experiences continued to influence behavior because they were part of the unconscious. Repression of these experiences began in childhood. Freud devised a method by which a therapist and patient could probe deeply into the patient's memory. This method is called **psychoanalysis**. Freud's ideas gained worldwide acceptance in the 1920s. Psychoanalysis developed into a major profession. Freudian terms, such as *unconscious* and *repression*, became standard vocabulary words.

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Chapter 20, Section 4 (continued)



6. What was Freud's theory concerning human behavior?

• Social Darwinism and Racism (page 638)

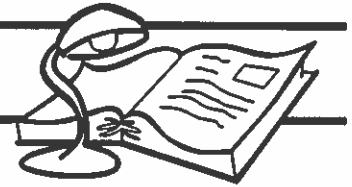
In the late nineteenth and early twentieth centuries, scientific theories were sometimes applied inappropriately. For example, nationalists and racists applied the theories of Charles Darwin to human society. Their ideas are known as Social Darwinism. One Social Darwinist, Herbert Spencer, argued that social progress came from the "struggle for survival" in which the "fit" survive. Some businessmen used Social Darwinism to explain their success. They believed that they were successful because they were "fit" (strong and capable). Extreme nationalists also believed that nations were engaged in a "struggle for existence" in which only the fittest (the strongest) survived. In Germany, extreme nationalism and racism were combined. Houston Stewart Chamberlain, for example, believed that Germans were the only pure successors of the Aryans (who were the original creators of Western culture, according to Chamberlain). Chamberlain also believed that Jews were enemies who wanted to destroy the Aryan race.

7. What are some ways that Darwin's theories were applied inappropriately in the late nineteenth and early twentieth centuries?

• Anti-Semitism and Zionism (page 638)

Anti-Semitism (hostility toward and discrimination against Jews) had been a part of European civilization since the Middle Ages. In the nineteenth century, Jews were granted legal equality in many European countries. Many Jews became successful as bankers, lawyers, scientists, scholars, and journalists. Discrimination still existed, however. In 1894, Alfred Dreyfus, a French Jew, was found guilty of selling army secrets and was condemned to life

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Chapter 20, Section 4 (continued)

imprisonment. Evidence soon showed that Dreyfus was innocent and that the real traitor was a Catholic aristocrat. But the army refused a new trial. Public outrage finally forced the government to pardon Dreyfus in 1899.

In Germany and Austria-Hungary, new parties arose during the 1880s and 1890s that used anti-Semitism to win votes. The worst treatment of Jews at the turn of the century occurred in eastern Europe, where a majority of the world's Jews lived. Russian Jews were forced to live in certain regions of the country. Persecutions and **pogroms** (organized massacres) were widespread. Hundreds of thousands of Jews decided to emigrate (move to another country) to escape the persecution. Many went to the United States. Some went to Palestine, the land of ancient Israel. Palestine became home for a Jewish nationalist movement called Zionism. Settlement in Palestine was difficult, however, because it was part of the Ottoman Empire and the Ottomans opposed Jewish immigration.

8. Why did so many Jews decide to emigrate around the turn of the century?

• The Culture of Modernity (page 639)

Between 1870 and 1914, many writers and artists rebelled against traditional literary and artistic styles. The changes that they produced have since been called **modernism**. During much of the nineteenth century, literature was dominated by naturalism. Naturalists felt that literature should be realistic and address social problems. Two examples of naturalist writers are Henrik Ibsen and Émile Zola. At the beginning of the twentieth century, a group of writers known as symbolists caused a literary revolution. They were primarily interested in writing poetry and were influenced by the ideas of Freud. They believed that the external world was only a collection of symbols that reflected the true reality—the human mind.

The period from 1870 to 1914 was one of the most productive in the history of art. Impressionism was a movement that began in France in the 1870s. Impressionist artists rejected studios and went out into the countryside to paint nature directly. One important Impressionist was Claude Monet. In his paintings, he tried to capture the interplay of light, water, and sky. Other Impressionist painters include Pierre-Auguste Renoir and Berthe Morisot. In the 1880s, a new movement, known as Postimpressionism, arose in France.

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Chapter 20, Section 4 (continued)



Vincent van Gogh is one famous Postimpressionist. For van Gogh, art was a spiritual experience. He believed that artists should paint what they feel.

Realism in painting began to decline. The spread of photography was one important reason. Now, anyone could take a photograph that looked exactly like the subject. Artists began to realize that their strength was not in mirroring reality, but in creating reality. Between 1905 and 1914, artists searched for individual expression. This search created modern art. One of the most important figures in modern art was Pablo Picasso. He painted in many different styles. He also created a new style, called cubism, that used geometric designs to recreate reality in the viewer's mind. In 1910, abstract painting began. Wassily Kandinsky was one of the founders of abstract expressionism. He tried to avoid visual reality completely. He believed that art should speak directly to the soul and should use only line and color.

Modernism in the arts revolutionized architecture. A new movement in architecture, known as functionalism, developed. Functionalism was the idea that buildings should be functional, or useful. All unnecessary ornamentation should be stripped away. The United States was a leader in the new architecture. Two important pioneers were Louis H. Sullivan and Frank Lloyd Wright.

At the beginning of the twentieth century, developments in music paralleled developments in painting. The music of the Russian composer Igor Stravinsky was the first to reflect expressionist theories. His ballet *The Rite of Spring* revolutionized the world of music.

9. How did photography contribute to the decline of realism in painting?

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Chapter 21, Section 1

For use with textbook pages 647–652

COLONIAL RULE IN SOUTHEAST ASIA

KEY TERMS

imperialism the extension of a nation's power over other lands (page 648)

protectorate a political unit that depends on another government for its protection (page 649)

indirect rule a system of colonial government in which local rulers were allowed to maintain their positions of authority and status (page 651)

direct rule a system of colonial government in which local rulers were removed from power and replaced with a new set of officials brought from the mother country (page 651)

DRAWING FROM EXPERIENCE

Do you think there are any good reasons for one country to take control of another country? If so, under what circumstances do you think it would be justified? If not, why not?

In this section, you will learn about the “new imperialism” of the late nineteenth century. During this time, European nations began to acquire colonies in Asia and Africa in order to obtain raw materials and markets for their manufactured goods.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Indicate which Western power (France, Great Britain, Holland, or the United States,) controlled each of the following countries in Southeast Asia at the end of the nineteenth century. (If a country remained free of colonial rule, write “none.”)

Southeast Asian Country	Controlling Country:
Burma	1.
Cambodia	2.
East Indies	3.
Laos	4.
Philippines	5.
Singapore	6.
Thailand	7.
Vietnam	8.

Reading Essentials and Study Guide

Chapter 21, Section 1 (continued)



READ TO LEARN

• The New Imperialism (page 647)

In the nineteenth century, a new phase of Western expansion into Asia and Africa began. Beginning in the 1880s, European nations began to compete for overseas territory. **Imperialism**, (the extension of a nation's power over other lands) was not new. But the "new imperialism" of the late nineteenth century was different. Previously, European expansion in Africa and Asia had been limited to setting up a few trading posts. Now European nations wanted direct control over vast territories.

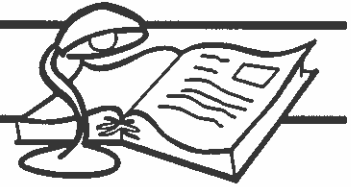
Europeans had various motives for imperialism. There was a strong economic motive. Europeans were looking for raw materials, such as rubber, oil, and tin, for their industries. They were also looking for new markets for their manufactured goods. They wanted more direct control over the areas with the raw materials and markets. There were also political motives. European nations were rivals. They tried to acquire colonies in order to gain an advantage over their rivals. Some people believed that a nation could not be great without colonies. Imperialism was also tied to social Darwinism and racism. Racism is the belief that race determines traits and capabilities. Racists believe that particular races are superior or inferior to others. Finally, some Europeans had religious and humanitarian motives. They believed that Europeans had a moral responsibility to civilize primitive people. They called this responsibility "the white man's burden." These people believed that Western nations should help the nations of Asia and Africa. To some, this meant bringing the Christian message to these nations. To others, it meant bringing the benefits of Western capitalism and democracy to these countries.

9. How was the "new imperialism" different from earlier expansion by European nations?

• Colonial Takeover in Southeast Asia (page 649)

By 1900, nearly all of Southeast Asia was under Western rule. In 1819, Britain founded a new British colony on a small island at the tip of the Malay Peninsula called Singapore. Singapore soon became a major stopping point for steamships going to or from China. The next country to fall to the British was the kingdom of Burma. Britain wanted control of Burma in order to protect its possessions in India. It also wanted a land route through Burma into South China.

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Chapter 21, Section 1 (continued)

The French watched nervously as the British moved into Burma. France had missionaries in Vietnam. To keep the British from moving into Vietnam, the French government decided to force the Vietnamese to accept French protection. The Vietnamese ruler gave up territories in the Mekong River delta. The French also occupied the city of Saigon. During the next 30 years, the French extended their control over the rest of the country. In 1884, France seized the city of Hanoi and made the Vietnamese Empire a French **protectorate** (a political unit that depends on another government for its protection). In the 1880s, France also extended its control over Cambodia, Annam, Tonkin, and Laos. By 1887, France included all of its new possessions in a new Union of French Indochina.

After the French conquest of Indochina, Thailand (then called Siam) was the only remaining free state in Southeast Asia. Two remarkable rulers, King Mongkut and his son King Chulalongkorn, were able to prevent the French and British from placing Thailand under colonial rule. Both kings promoted Western learning and had friendly relations with major European powers. In 1896, Britain and France agreed to maintain Thailand as an independent buffer state between their possessions in Southeast Asia.

One more conquest took place in Southeast Asia at the end of the nineteenth century. In 1898, during the Spanish-American War, United States naval forces under Commodore George Dewey defeated the Spanish fleet in Manila Bay in the Philippines. President William McKinley decided to turn the Philippines into an American colony. The Philippine Islands gave the United States a convenient jumping-off point for trade with China. Many Americans, including President McKinley, also believed that Western nations had a moral obligation to "civilize" other parts of the world. The Filipinos did not agree. Emilio Aguinaldo was the leader of a movement for independence in the Philippines. His guerrilla forces fought against U.S. troops to gain their independence, but they were defeated.

10. How was Thailand able to remain free of colonial rule?

• Colonial Regimes in Southeast Asia (page 650)

Western powers ruled their new colonial empires either by indirect or direct rule. Sometimes a colonial power could accomplish its goals through cooperation with local rulers or political elites. In these cases, **indirect rule** was used. Local rulers were allowed to maintain their positions of authority and status.

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Chapter 21, Section 1 (continued)

Indirect rule made it easier to gain access to an area's natural resources. It also lowered the cost of government, because fewer officials had to be trained. Indirect rule also had less impact on local culture. One example of indirect rule was in the Dutch East Indies. Officials of the Dutch East India Company allowed local landed aristocrats in the Dutch East Indies to control local government. These local elites maintained law and order and collected taxes.

Indirect rule was not always possible, however. This was especially true when local rulers resisted colonial rule. In these cases, the local rulers were removed from power and replaced with a new set of officials brought from the mother country. This system is called **direct rule**. In Burma, for example, the monarchy opposed colonial rule. As a result, Great Britain abolished the monarchy and ruled the country directly through its colonial government in India.

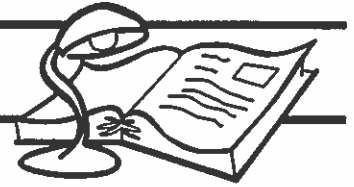
In Indochina, France used both direct and indirect rule. It used direct rule in the southern provinces in the Mekong delta, but the northern parts of Vietnam were governed as a protectorate. The emperor still ruled but had little power. France had a similar policy in Cambodia and Laos. Local rulers were left in charge, with French advisors to counsel them.

To justify their conquests, Western nations had said they wanted to bring the blessings of Western civilization to their colonies. Many colonial powers said they wanted to teach the native peoples about the democratic process. However, many Westerners became afraid of giving native peoples political rights. They were afraid that the native peoples would want full participation in the government or even independence.

The colonial powers did not want their colonies to develop their own industries. Colonial policy stressed the export of raw materials. In many cases, this policy led to some form of plantation agriculture, in which peasants worked as wage laborers on plantations owned by foreigners. Plantation owners kept the wages at poverty levels in order to increase the owners' profits. Conditions on plantations were often so unhealthy that thousands died. Taxes were also a burden for peasants. But colonial rule did bring some benefits to Southeast Asia. Colonial governments built railroads and highways. In some countries, small growers of rubber, palm oil, coffee, tea, and spices were able to benefit from the development of an export market.

11. How are direct and indirect rule different? Why was indirect rule not always used?

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Chapter 21, Section 1 (continued)

• Resistance to Colonial Rule (page 651)

Many people in Southeast Asia were very unhappy about being ruled by Western powers. At first, resistance came from the ruling classes. In Burma, for example, the monarch himself fought against British rule. Sometimes, resistance to Western rule took the form of peasant revolts. Many peasants were driven off the land to make way for plantations. This led to peasant uprisings. Early resistance movements failed, but a new kind of resistance began to emerge at the beginning of the twentieth century. This resistance was based on nationalism. The leaders were often part of a new class that had been created by colonial rule—westernized intellectuals in the cities. This new class had been educated in Western-style schools. They were the first generation of Asians to understand the institutions and values of the West. Many spoke Western languages. At first, many of the leaders of these movements did not focus on the idea of nationhood. They simply tried to defend the economic interests or religious beliefs of the natives. In Burma, for example, students at the University of Rangoon formed an organization to protest British lack of respect for local religious traditions. Not until the 1930s did these resistance movements begin to demand national independence.

12. What new form of resistance to colonial rule began to emerge at the beginning of the twentieth century?

Reading Essentials and Study Guide



Chapter 21, Section 2

For use with textbook pages 654–660

EMPIRE BUILDING IN AFRICA

KEY TERMS

annex to incorporate a country within a state (page 655)

indigenous native to a region (page 658)

DRAWING FROM EXPERIENCE

Has anyone ever told you that your traditions and customs were wrong? How would this make you feel?

In the last section, you read about imperialism in Southeast Asia. In this section, you will learn about imperialism in Africa. Most colonial powers did not respect the local customs and traditions of the countries they controlled.

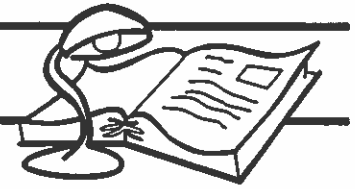
ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. List which European nations had claims in the following parts of Africa by 1914.

African Region	European Nations With Claims in the Region
West Africa	1.
North Africa	2.
Central Africa	3.
East Africa	4.
South Africa	5.

Reading Essentials and Study Guide

Chapter 21, Section 2 (continued)



READ TO LEARN

• West Africa (page 654)

Between 1880 and 1900, European countries took control of nearly all of Africa. West Africa had been particularly affected by the slave trade, but that had begun to decline by 1800. By the 1890s, slavery had been abolished in all major countries of the world. As slavery declined, Europe became interested in other forms of trade. Europeans sold textiles and other manufactured goods in exchange for peanuts, timber, hides, and palm oil from West Africa. Early in the nineteenth century, the British set up settlements along the Gold Coast and in Sierra Leone.

For a long time, most African nations were able to maintain their independence. However, in 1874, Great Britain **annexed** (incorporate a country within a state) the west coastal states. They called this first British colony Gold Coast. At about the same time, Britain established a protectorate over warring groups in Nigeria. By 1900, France had added the huge area of French West Africa to its colonial empire, and Germany controlled Togo, Cameroon, German Southwest Africa, and German East Africa.

6. What forms of trade replaced the slave trade in West Africa?

• North Africa (page 656)

Egypt had been part of the Ottoman Empire, but Egyptians began to seek their independence as the Ottoman Empire declined. In 1805, an officer of the Ottoman army named Muhammad Ali seized power and established a separate Egyptian state. During the next 30 years, he introduced reforms to bring Egypt into the modern world.

Europeans were interested in Egypt because they wanted to build a canal east of Cairo to connect the Mediterranean and Red Seas. The Suez Canal was completed in 1869. The British were especially interested in the canal. They believed it was their "lifeline to India." In 1875, Britain bought Egypt's share in the Suez Canal. When an Egyptian army revolt against foreigners broke out in 1881, Britain suppressed the revolt. Egypt became a British protectorate in 1914. The British believed they should also control the Sudan, south of Egypt, in order to protect both Egypt and the Suez Canal. But Muslim troops under Muhammad Ahmad resisted. Not until 1898 were British troops able to seize the Sudan.

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Chapter 21, Section 2 (continued)

The French also had colonies in North Africa. In 1879, the French government took control of Algeria. Two years later, France imposed a protectorate on Tunisia. In 1912, France also established a protectorate over much of Morocco. In 1911, Italy invaded and seized Turkish Tripoli, which it renamed Libya.

7. Why was Egypt important to Europeans in the nineteenth century?

• Central Africa (page 656)

Explorers, such as David Livingstone, aroused Europeans' interest in the jungles of Central Africa. Livingstone arrived in 1841. For 30 years, he explored Central Africa. After Livingstone's death in 1873, Henry Stanley carried on the work of exploration. In the 1870s, Stanley explored the Congo River and sailed down it to the Atlantic Ocean. He encouraged the British to send settlers to the Congo River basin. When Britain refused, he turned to King Leopold II of Belgium. King Leopold became the real driving force behind the colonization of Central Africa. In 1876, he hired Stanley to set up Belgian settlements in the Congo. Belgium ended up with the territories around the Congo River. France occupied the areas farther north.

8. How did Europeans become interested in Central Africa?

• East Africa (page 657)

By 1885, Britain and Germany had become the chief rivals in East Africa. At first, the German chancellor Otto von Bismarck did not think that colonies were very important. But more and more Germans wanted an empire, so Bismarck became interested in colonialism for political reasons. Germany had possessions in West Africa, but it began to seek colonies in East Africa. The British were also interested in East Africa, because control of East Africa

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Chapter 21, Section 2 (continued)

would connect the British Empire in Africa from Egypt in the north to South Africa. Portugal and Belgium also claimed parts of East Africa. To settle these conflicting claims, the Berlin Conference met in 1884 and 1885. The conference officially recognized both British and German claims in East Africa. Portugal received a clear claim on Mozambique. No Africans were present at this conference.

9. What was the purpose of the Berlin Conference?

• South Africa (page 658)

By 1865, the total white population in South Africa had risen to nearly two hundred thousand. The descendants of the original Dutch settlers were called Boers or Afrikaners. They had occupied Cape Town and surrounding areas in South Africa since the seventeenth century. During the Napoleonic Wars, the British seized these lands from the Dutch. Afterward, the British encouraged settlers to come to what they called Cape Colony. In the 1830s, the Boers fled northward to the region between the Orange and Vaal Rivers and to the region north of the Vaal River. In these areas, the Boers formed two independent republics—the Orange Free State and the Transvaal (later called the South African Republic). The Boers believed that God ordained white superiority. They put many of the **indigenous** (native to a region) peoples in these areas on reservations. The Boers had frequent battles with the indigenous Zulu people. In the late 1800s, the British became involved in conflicts with the Zulu, and the Zulu were defeated.

In the 1880s, Cecil Rhodes, the prime minister of Cape Colony, influenced British policy in South Africa. Rhodes had founded diamond and gold companies that made him a fortune. He gained control of a territory north of the Transvaal, which he named Rhodesia after himself. In 1896, the British government forced him to resign as prime minister of Cape Colony after it was discovered that he planned to overthrow the Boer government of the South African Republic. This was too late to avoid a war between the British and the Boers, however. This war was called the Boer War and lasted from 1899 to 1902. Boer women and children were put in detention camps. Lack of food caused some 20,000 deaths in the camps. Eventually, the British army won the war. In 1910, the British created an independent Union of South Africa. This new nation combined the old Cape Colony and the Boer republics. To appease the Boers, the British agreed that only whites and a few property-holding Africans could vote.

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Chapter 21, Section 2 *(continued)*



10. Who were the Boers?

- **Colonial Rule in Africa** *(page 659)*

By 1914, Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal had divided up Africa. Only Liberia and Ethiopia remained free states. Native peoples who tried to resist were no match for the superior military power of the Europeans. The British used indirect rule in their territories in Africa. In some areas, the British simply asked a local ruler to accept British authority and to fly the British flag over official buildings. The system of indirect rule had one good feature: it did not disrupt local customs and institutions. But the system was basically a fraud because British administrators made all major decisions. Another problem was that indirect rule kept the old African elites in power. In this way, it sowed the seeds for class and tribal tensions.

Most other European nations used a form of direct rule. This was true in the French colonies. At the top was a French official, usually known as a governor-general. He ruled with the help of a bureaucracy in the capital city of the colony. The French believed in assimilating Africans into French culture rather than preserving native traditions. Africans were eligible to run for office and even to serve in the French National Assembly in Paris. A few were appointed to high positions in the colonial administration.

11. What were the good and bad features of indirect rule?

- **Rise of African Nationalism** *(page 660)*

A new class of leaders emerged in Africa by the beginning of the twentieth century. They were educated in colonial schools or in Western nations. The members of this new class admired Western civilization and sometimes disliked the ways of their own countries. Many resented foreigners and their lack

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Chapter 21, Section 2 (continued)

of respect for African peoples. Westerners said that they believed in democracy, equality, and political freedom, but they did not apply these values in the colonies. There were few democratic institutions. For many Africans, colonialism had meant the loss of their farmlands or terrible jobs on plantations or in sweatshops and factories. Middle-class Africans did not suffer as much as poor peasants and plantation workers, but they also had complaints. They usually qualified only for menial jobs in the government or business. Their salaries were lower than those of Europeans in similar jobs. Europeans set up segregated clubs, schools, and churches. Europeans also had a habit of addressing natives by their first names or calling an adult male "boy." For all of these reasons, educated Africans resented colonial rule and were determined to assert their own nationality. During the first part of the twentieth century, resentment turned to action. Educated African peoples began to organize political parties and movements seeking the end of foreign rule.

- 12.** How did the new class of educated Africans feel about Western civilization and colonial rule?
