CHAPTER 11

The Age of Imperialism, 1850–1914

Previewing Main Ideas

EMPIRE BUILDING During the 19th and early 20th centuries, Western powers divided Africa and colonized large areas of Asia.

Geography *Study the map and time line. How many countries colonized Africa? Which country controlled India? the Philippines?*

POWER AND AUTHORITY At the Berlin Conference in 1884–1885, European nations established rules for the division of Africa with little concern about how their actions would affect the African people.

Geography *Which two countries claimed most of Africa?*

ECONOMICS Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire.

Geography *Compare the size of the Western countries with the areas they colonized. Why were these Western powers interested in lands in Africa and Asia?*

INTEGRATED TECHNOLOGY

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- Interactive Primary Sources

INTERNET RESOURCES

Go to **classzone.com** for:
- Research Links
- Internet Activities
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- Chapter Quiz
- Maps
- Test Practice
- Current Events

AFRICA AND ASIA

1850 European trading with Africa becomes well established. (Asante brass sculpture) ▶

1869 Suez Canal opens.

1884–1885 Berlin Conference sets rules for African colonization.

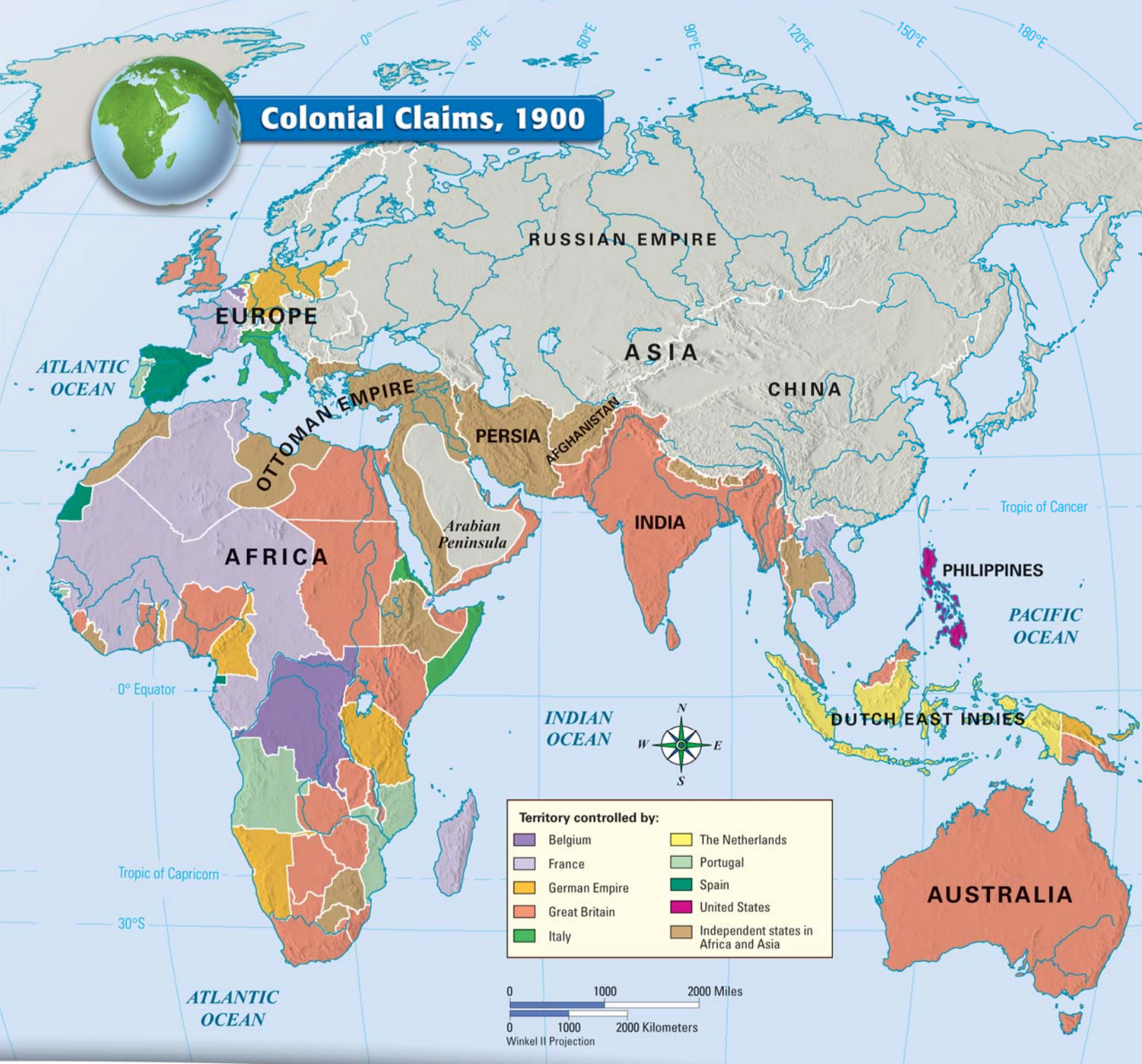
1850 — 1875

WORLD

1852 Napoleon III proclaims himself emperor of France. ▶

1871 Bismarck completes unification of German Empire.

Colonial Claims, 1900



1898 United States acquires Philippines, annexes Hawaii.

1899 Boer War begins in South Africa.

1914 Most of Africa is under European control.

1900

1898 United States wins Spanish-American War.

1910 Mexican Revolution begins.

1914 World War I begins.

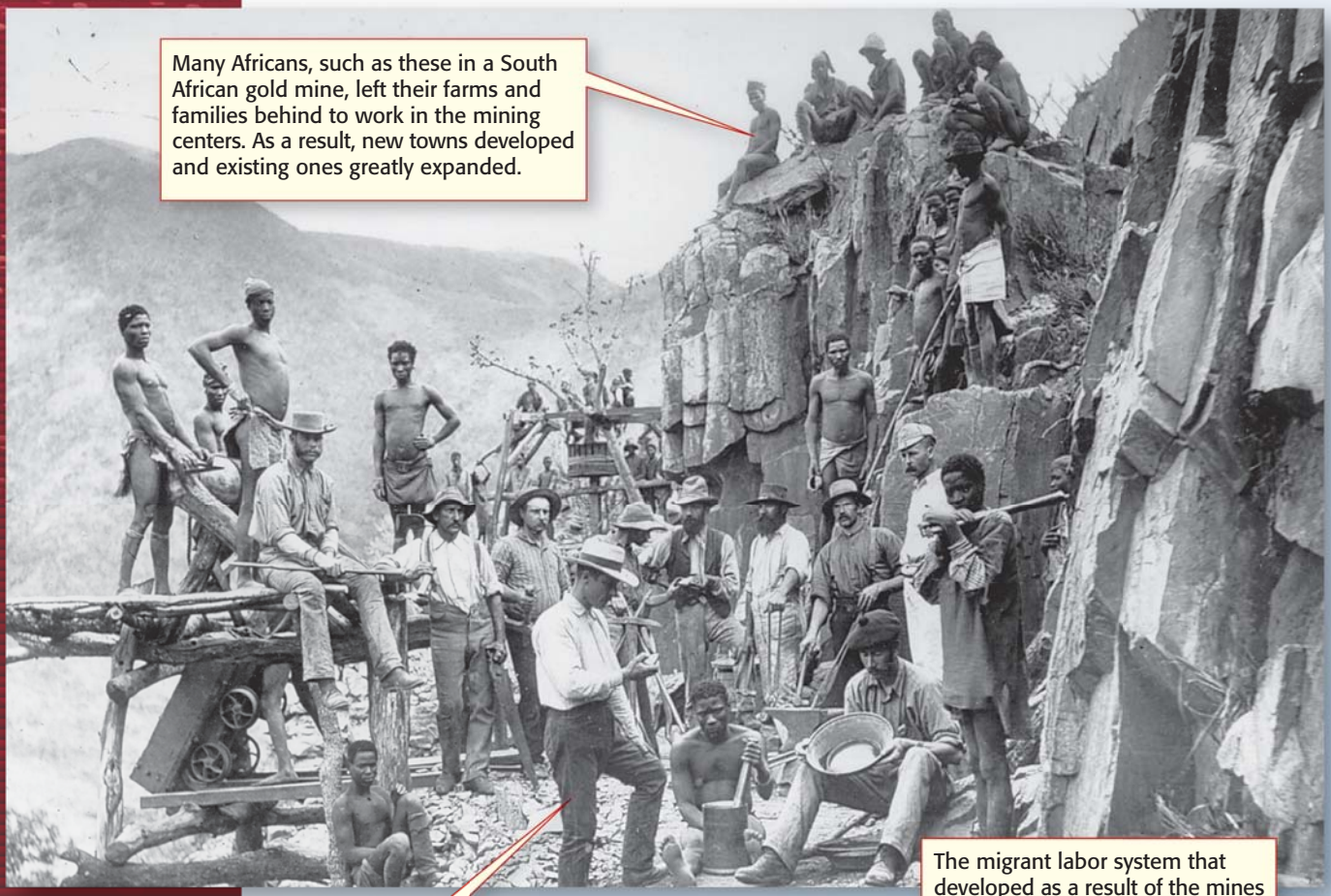
1918 World War I ends.

1925

Interact *with* History

How would you react to the colonizers?

You are a young South African living in the 1880s. Gold and diamonds have recently been discovered in your country. The European colonizers need laborers to work the mines, such as the one shown below in an 1888 photograph. Along with thousands of other South Africans, you've left your farm and rural village to work for the colonizers. Separated from your family and living in a city for the first time, you don't know what to expect.



Many Africans, such as these in a South African gold mine, left their farms and families behind to work in the mining centers. As a result, new towns developed and existing ones greatly expanded.

The migrant labor system that developed as a result of the mines would have a great impact on South African society and culture.

The European owners built railways and roads to connect the mining centers, bridging the huge distances between villages and towns in South Africa.

EXAMINING *the* ISSUES

- **What advantages and disadvantages might colonizers bring?**
- **What does the photograph suggest about colonization?**

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.

1

The Scramble for Africa

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
EMPIRE BUILDING Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies.	African nations continue to feel the effects of the colonial presence more than 100 years later.	• imperialism • racism • Social Darwinism • Berlin Conference • Shaka • Boer • Boer War

SETTING THE STAGE Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. Many nations looked to Africa as a source of raw materials and as a market for industrial products. As a result, colonial powers seized vast areas of Africa during the 19th and early 20th centuries. This seizure of a country or territory by a stronger country is called **imperialism**. As occurred throughout most of Africa, stronger countries dominated the political, economic, and social life of the weaker countries.

Africa Before European Domination

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages.

Europeans had established contacts with sub-Saharan Africans as early as the 1450s. However, powerful African armies were able to keep the Europeans out of most of Africa for 400 years. In fact, as late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers, which had many rapids, cataracts, and changing flows.The introduction of steam-powered riverboats in the early 1800s allowed Europeans to conduct major expeditions into the interior of Africa. Disease also discouraged European exploration.

Finally, Africans controlled their own trade networks and provided the trade items. These networks were specialized. The Chokwe, for example, devoted themselves to collecting ivory and beeswax in the Angolan highlands.

Nations Compete for Overseas Empires Those Europeans who did penetrate the interior of Africa were explorers, missionaries, or humanitarians who opposed the European and American slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

TAKING NOTES

Outlining Use an outline to list the forces and events surrounding imperialism in Africa.

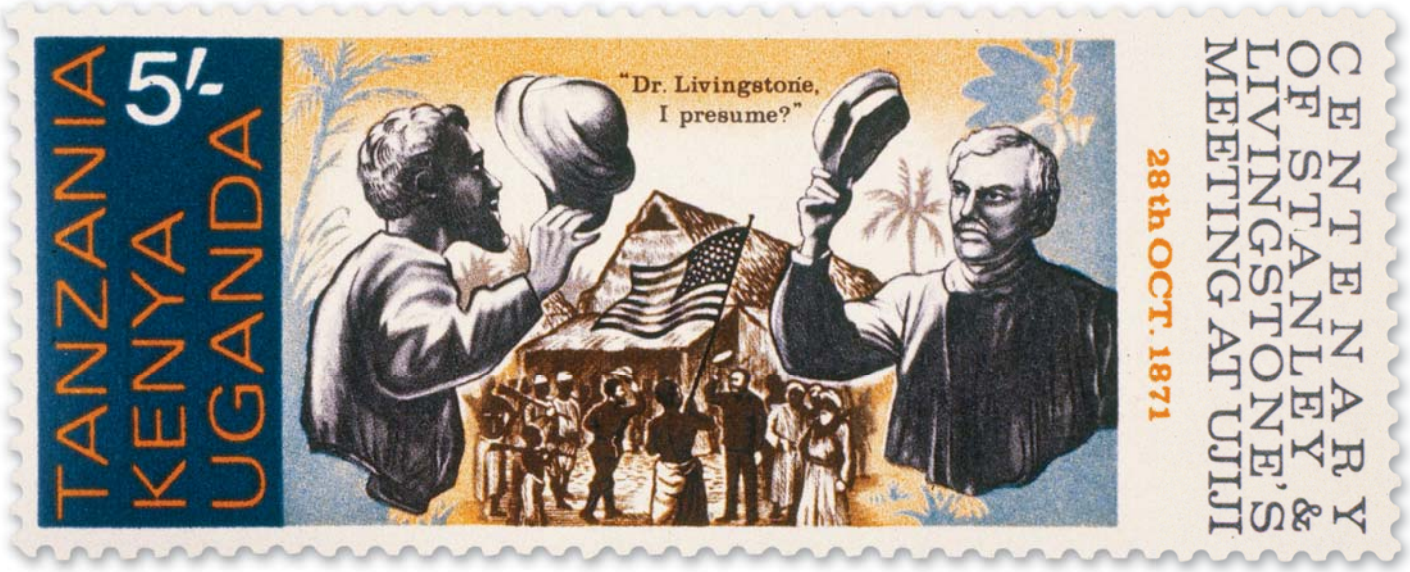
The Scramble for Africa

I. Africa Before European Domination

A.

B.

II. Forces Driving Imperialism



▲ This stamp celebrates the centenary (100th) anniversary of Stanley and Livingstone's meeting in 1871.

The Congo Sparks Interest In the late 1860s, David Livingstone, a missionary from Scotland, traveled with a group of Africans deep into central Africa to promote Christianity. When several years passed with no word from him or his party, many people feared he was dead. An American newspaper hired reporter Henry Stanley to find Livingstone. In 1871, he found Dr. Livingstone on the shores of Lake Tanganyika. Stanley's famous greeting—"Dr. Livingstone, I presume?"—made headlines around the world.

Stanley set out to explore Africa himself and trace the course of the Congo River. His explorations sparked the interest of King Leopold II of Belgium, who commissioned Stanley to help him obtain land in the Congo. Between 1879 and 1882, Stanley signed treaties with local chiefs of the Congo River valley. The treaties gave King Leopold II of Belgium control of these lands.

Leopold claimed that his primary motive in establishing the colony was to abolish the slave trade and promote Christianity. However, he licensed companies that brutally exploited Africans by forcing them to collect sap from rubber plants. At least 10 million Congolese died due to the abuses inflicted during Leopold's rule. As a result of his cruelty, humanitarians around the world demanded changes. In 1908, the Belgian government took control of the colony away from Leopold. The Belgian Congo, as the colony later became known, was 80 times larger than Belgium. The Belgian government's seizure of the Congo alarmed France. Earlier, in 1882, the French had approved a treaty that gave France the north bank of the Congo River. Soon Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa.

Forces Driving Imperialism

The motives that drove colonization in Africa were also at work in other lands. Similar economic, political, and social forces accelerated the drive to take over land in all parts of the globe. The Industrial Revolution in particular provided European countries with a reason to add lands to their control. As European nations industrialized, they searched for new markets and raw materials to improve their economies.

Belief in European Superiority The race for colonies also grew out of a strong sense of national pride. Europeans viewed an empire as a measure of national greatness. As the competition for colonies intensified, each country was determined to plant its flag on as much of the world as possible.

Many Europeans believed that they were better than other peoples. The belief that one race is superior to others is called **racism**. The attitude was a reflection of **Social Darwinism**, a social theory of the time. In this theory, Charles Darwin's ideas about evolution and natural selection were applied to human society. Those who were fittest for survival enjoyed wealth and success and were considered superior to others. According to the theory, non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the scientific and technological progress that Europeans had. Europeans believed that they had the right and the duty to bring the results of their progress to other countries. Cecil Rhodes, a successful businessman and a major supporter of British expansion, clearly stated this position:

MAIN IDEA

Analyzing Primary Sources
A What attitude about the British does Rhodes's statement display?

PRIMARY SOURCE A

I contend that we [Britons] are the first race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

CECIL RHODES, *Confession of Faith,* 1877

▲ Rhodes's De Beers Consolidated Mines is the biggest diamond company in the world today.

The push for expansion also came from missionaries who worked to convert the peoples of Asia, Africa, and the Pacific Islands to Christianity. Many missionaries believed that European rule was the best way to end evil practices such as the slave trade. They also wanted to "civilize," that is, to "Westernize," the peoples of the foreign land.

Factors Promoting Imperialism in Africa Several factors contributed to the Europeans' conquest of Africa. One overwhelming advantage was the Europeans' technological superiority. The Maxim gun, invented in 1884, was the world's first automatic machine gun. European countries quickly acquired the Maxim, while the resisting Africans were forced to rely on outdated weapons.

European countries also had the means to control their empire. The invention of the steam engine allowed Europeans to easily travel on rivers to establish bases of control deep in the African continent. Railroads, cables, and steamships allowed close communications within a colony and between the colony and its controlling nation.

Even with superior arms and steam engines to transport them, another factor might have kept Europeans confined to the coast. They were highly susceptible to malaria, a disease carried by the dense swarms of mosquitoes in Africa's interior. The perfection of the drug quinine in 1829 eventually protected Europeans from becoming infected with this disease.

Factors within Africa also made the continent easier for Europeans to colonize. Africans' huge variety of languages and cultures discouraged unity among them. Wars fought between ethnic groups over land, water, and trade rights also prevented a unified stand. Europeans soon learned to play rival groups against each other.

The Division of Africa

Vocabulary
scramble: a frantic struggle to obtain something. The word is frequently used to describe the competition for African land.

The scramble for African territory had begun in earnest about 1880. At that time, the French began to expand from the West African coast toward western Sudan. The discoveries of diamonds in 1867 and gold in 1886 in South Africa increased European interest in colonizing the continent. No European power wanted to be left out of the race.

Berlin Conference Divides Africa The competition was so fierce that European countries feared war among themselves. To prevent conflict, 14 European nations met at the **Berlin Conference** in 1884–85 to lay down rules for the division of Africa. They agreed that any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area. The European nations divided the continent with little thought about how African ethnic or linguistic groups were distributed. No African ruler was invited to attend these meetings, yet the conference sealed Africa's fate. By 1914, only Liberia and Ethiopia remained free from European control. B

MAIN IDEA

Clarifying

B What was the purpose of the Berlin Conference?

Demand for Raw Materials Shapes Colonies When European countries began colonizing, many believed that Africans would soon be buying European goods in great quantities. They were wrong; few Africans bought European goods. However, European businesses still needed raw materials from Africa. The major source of great wealth in Africa proved to be the continent's rich mineral resources. The Belgian Congo contained untold wealth in copper and tin. Even these riches seemed small compared with the gold and diamonds in South Africa.

Businesses eventually developed cash-crop plantations to grow peanuts, palm oil, cocoa, and rubber. These products displaced the food crops grown by farmers to feed their families.

Three Groups Clash over South Africa

South Africa demonstrated the impact that Europeans had on African peoples. The history of South Africa is a history of Africans, Dutch, and British clashing over land and resources. Although the African lands seemed empty to the Europeans, various ethnic groups had competing claims over huge areas. The local control of these lands, especially in the east, had been in dispute for about 100 years.

Zulus Fight the British From the late 1700s to the late 1800s, a series of local wars shook southern Africa. Around 1816, a Zulu chief, **Shaka**, used highly disciplined warriors and good military organization to create a large centralized state.

Shaka's successors, however, were unable to keep the kingdom together against the superior arms of the British invaders. In 1879, after Zulu king Cetshwayo refused to dismiss his army and accept British rule, the British invaded the Zulu nation. Although the Zulus used spears and shields against British guns, they nearly defeated the great European army. In July 1879, however, the Zulus lost the Battle of Ulundi and their kingdom. The Zulu nation fell to British control in 1887.

▼ Reinstated as ruler over part of his former nation, King Cetshwayo was soon driven away and died in exile in 1884.

Boers and British Settle in the Cape The first Europeans to settle in South Africa had been the Dutch. The Dutch came to the Cape of Good Hope in 1652 to establish a way station for their ships sailing between the Dutch East Indies and the Netherlands. Dutch settlers known as **Boers** (Dutch for "farmers") gradually took Africans' land and established large farms. (The Boers are also known as Afrikaners.) When the British took over the Cape Colony permanently in the early 1800s, they and the Boers clashed over British policy regarding land and slaves.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** *How does imperialism in Africa in 1878 compare with that in 1913?*
2. **Region** *What does the map of ethnic boundaries suggest about the number of ethnic groups in Africa in 1913?*

History in Depth

Winston Churchill and the Boer War

Winston Churchill, who served as the British prime minister during World War II, first came to public attention during the Boer War.

A war correspondent, Churchill was traveling with British soldiers when their train was ambushed by the Boers. Churchill pulled some of the wounded men to safety. When he returned to help the others, however, he was arrested by a Boer soldier. (The soldier, Louis Botha, would later become the prime minister of the Union of South Africa and Churchill's close friend.)

Churchill managed to escape from the South African prison. When he returned to Britain, Churchill was hailed as a national hero at the age of 26.

In the 1830s, to escape the British, several thousand Boers began to move north. This movement has become known as the Great Trek. The Boers soon found themselves fighting fiercely with Zulu and other African groups whose land they were taking.

The Boer War Diamonds and gold were discovered in southern Africa in the 1860s and 1880s. Suddenly, adventurers from all parts of the world rushed in to make their fortunes. The Boers tried to keep these "outsiders" from gaining political rights. An attempt to start a rebellion against the Boers failed. The Boers blamed the British and, in 1899, took up arms against them.

In many ways, the **Boer War** (also known as the South African War) between the British and the Boers was the first modern "total" war. The Boers launched commando raids and used guerrilla tactics against the British. The British countered by burning Boer farms and imprisoning women and children in disease-ridden concentration camps.

Black South Africans were also involved in the war. Some fought; others served as scouts, guards, drivers, and workers. Many black South Africans were captured by the British and placed in concentration camps, where over 14,000 died.

Britain finally won the war. In 1910, the Boer republics were joined into a self-governing Union of South Africa, which was controlled by the British. C

The establishing of colonies signaled a change in the way of life of the Africans. The Europeans made efforts to change the political, social, and economic lives of the peoples they conquered. You will learn about these changes in Section 2.

MAIN IDEA

Contrasting

C How was the struggle for land in the Boer War different from other takeovers in Africa?

SECTION 1 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

• imperialism • racism • Social Darwinism • Berlin Conference • Shaka • Boer • Boer War

USING YOUR NOTES

2. How did Europeans use Social Darwinism to justify empire building?

The Scramble for Africa
I. Africa Before European Domination
A.
B.
II. Forces Driving Imperialism

MAIN IDEAS

3. Why did the Europeans control such a small portion of Africa in the 1800s?

4. What were some of the internal factors that contributed to imperialism in Africa?

5. Why did the Boers and the British fight over southern Africa?

CRITICAL THINKING & WRITING

6. MAKING INFERENCES What can you infer about the Europeans' attitude toward Africans from the Berlin Conference?

7. FORMING OPINIONS Why do you think Africans weren't interested in buying European products?

8. DEVELOPING HISTORICAL PERSPECTIVE What sort of problems might result from combining or splitting groups of people without regard for ethnic or linguistic traditions?

9. WRITING ACTIVITY EMPIRE BUILDING Write an **expository essay** explaining which European motive behind imperialism in Africa was the most powerful.

INTEGRATED TECHNOLOGY **INTERNET ACTIVITY**

Use the Internet to find out about the population and status of Afrikaners, or Boers, in South Africa today. Present your findings in an **oral report.**

INTERNET KEYWORD
Afrikaners in South Africa

2

Imperialism

Case Study: Nigeria

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.	Many former colonies have political problems that are the result of colonial rule.	• paternalism • assimilation • Menelik II

SETTING THE STAGE The Berlin Conference of 1884–85 was a European conference. And, although black South Africans participated in it, the Boer War was largely a European war. Europeans argued and fought among themselves over the lands of Africa. In carving up the continent, the European countries paid little or no attention to historical political divisions or to the many ethnic and language groupings in Africa. Uppermost in the minds of the Europeans was the ability to control Africa's land, its people, and its resources.

A New Period of Imperialism

TAKING NOTES

Summarizing Use a web to record the forms and methods of European imperialism in Africa, the resistance it met with, and its impact.

The imperialism of the 18th and 19th centuries was conducted differently from the explorations of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

Forms of Control Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. These terms are defined and discussed in the chart on page 346. In practice, gaining control of an area might involve the use of several of these forms.

Methods of Management European rulers also developed methods of day-to-day management of the colony. Two basic methods emerged. Britain and other nations—such as the United States in its Pacific Island colonies—preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

Indirect Control Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition,

Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

Forms of Imperialism

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

Imperial Management Methods

Indirect Control	Direct Control
• Local government officials used • Limited self-rule • Goal: to develop future leaders • Government institutions are based on European styles but may have local rules.	• Foreign officials brought in to rule • No self-rule • Goal: assimilation • Government institutions are based only on European styles.
Examples: • British colonies such as Nigeria, India, Burma • U.S. colonies on Pacific Islands	Examples: • French colonies such as Somaliland, Vietnam • German colonies such as German East Africa • Portuguese colonies such as Angola

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on imperialism, go to **classzone.com**

DATA FILE

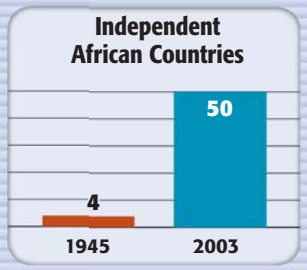
In 1905, the British Empire

- was the largest and most powerful in the world's history.
- covered about 11 million square miles.
- had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of 54 independent states.

African Colonization and Independence

- In 1884, Western leaders met to divide Africa into colonial holdings.
- By 1914, nearly all of Africa had been distributed among European powers.
- European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.



Connect *to* Today

1. **Forming and Supporting Opinions** Which form of managing imperial interests do you think would be most effective and why?

See Skillbuilder Handbook, page R20.

2. **Recognizing Effects** Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.

each colony had a legislative council that included colonial officials as well as local merchants and professionals nominated by the colonial governor.

The assumption was that the councils would train local leaders in the British method of government and that a time would come when the local population would govern itself. This had happened earlier in the British colonies of Australia and Canada. In the 1890s, the United States began to colonize. It chose the indirect method of control for the Philippines.

Direct Control The French and other European powers preferred more direct control of their colonies. They viewed the Africans as unable to handle the complex business of running a country. Based on this attitude, the Europeans developed a policy called **paternalism**. Using that policy, Europeans governed people in a parental way by providing for their needs but not giving them rights. To accomplish this, the Europeans brought in their own bureaucrats and did not train local people in European methods of governing.

The French also supported a policy of **assimilation**. That policy was based on the idea that in time, the local populations would adopt French culture and become like the French. To aid in the transition, all local schools, courts, and businesses were patterned after French institutions. In practice, the French abandoned the ideal of assimilation for all but a few places and settled for a policy of "association," which was similar to indirect control. They recognized African institutions and culture but regarded them as inferior to French culture.

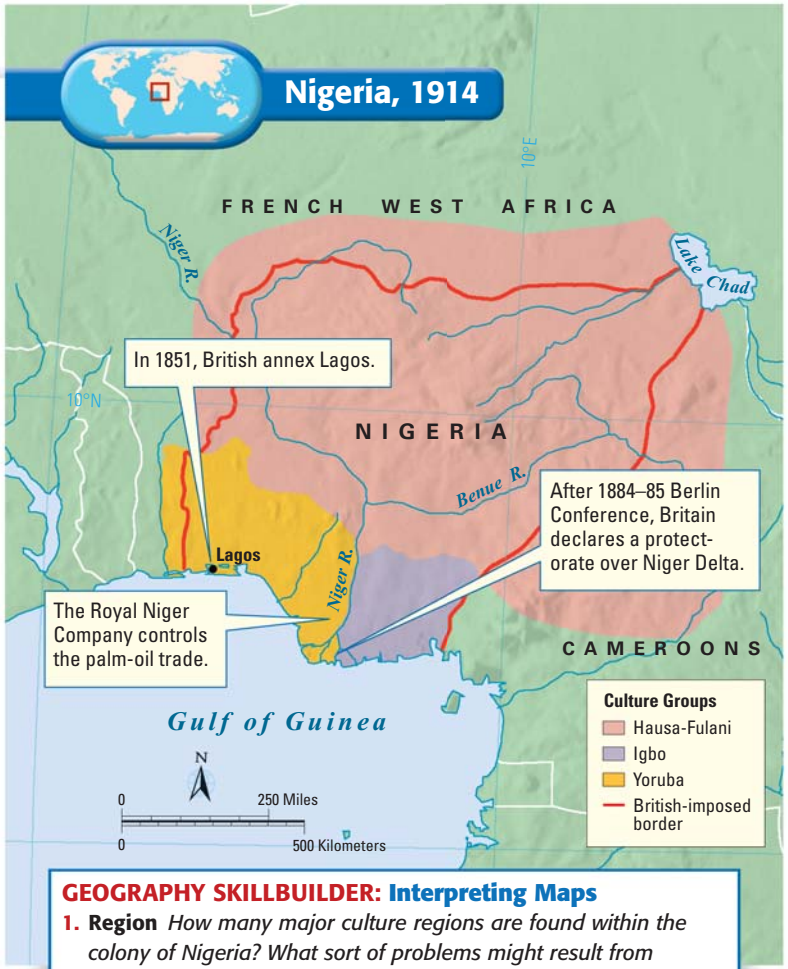
CASE STUDY: Nigeria

A British Colony

A close look at Britain's rule of Nigeria illustrates the forms of imperialism used by European powers to gain control of an area. It also shows management methods used to continue the control of the economic and political life of the area.

Gaining Control Britain gained control of southern Nigeria through both diplomatic and military means. Some local rulers agreed to sign treaties of protection with Britain and accepted British residents. However, others opposed the foreign intervention and rebelled against it. The British used force to put down and defeat these rebellions.

British conquest of northern Nigeria was accomplished by the Royal Niger Company. The company gained control of the palm-oil trade along the Niger River after the Berlin Conference gave Britain a protectorate over the Niger River delta. In 1914, the British claimed the entire area of Nigeria as a colony.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** *How many major culture regions are found within the colony of Nigeria? What sort of problems might result from combining or splitting groups of people?*
2. **Movement** *Why might the British want to be able to control the Niger River?*

Managing the Colony In this new age of imperialism, it was necessary not only to claim a territory but also to govern the people living there. However, managing Nigeria would not prove to be easy. It was one of the most culturally diverse areas in Africa. (A)

About 250 different ethnic groups lived there. The three largest groups were the Hausa-Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast. These groups were different from one another in many ways, including language, culture, and religion. The Hausa-Fulani people were Muslim and had a strong central government. The Igbo and Yoruba peoples followed traditional religions and relied on local chiefs for control.

Britain did not have enough troops to govern such a complex area. As a result, the British turned to indirect rule of the land. Ruling indirectly through local officials worked well with the Hausa-Fulani. However, this management method did not work as well with the Igbo and Yoruba peoples. Their local chiefs resented having their power limited by the British.

MAIN IDEA

Summarizing

(A) Which forms of imperialistic control did Britain use in Nigeria?

African Resistance

As in Nigeria, Africans across the continent resisted European attempts to colonize their lands. However, the contest between African states and European powers was never equal because of the Europeans' superior arms. Africans resisted the Europeans with whatever forces they could raise and often surprised the Europeans with their military ability. With the single exception of Ethiopia, though, all these attempts at resistance ultimately failed. Edward Morel, a British journalist who lived for a time in the Congo, made an observation about the Africans' dilemma:

PRIMARY SOURCE

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.

EDWARD MOREL, *The Black Man's Burden*

Unsuccessful Movements The unsuccessful resistance attempts included active military resistance and resistance through religious movements. Algeria's almost 50-year resistance to French rule was one outstanding example of active resistance. The resistance movement led by Samori Touré in West Africa against the French is another example. After modernizing his army, Touré fought the French for 16 years.

Africans in German East Africa put their faith in a spiritual defense. African villagers resisted the Germans' insistence that they plant cotton, a cash crop for export, rather than attend to their own food crops. In 1905, the belief suddenly arose that a magic water (*maji-maji*) sprinkled on their bodies would turn the Germans' bullets into water. The uprising became known as the Maji Maji rebellion. Over 20 different ethnic groups united to fight for their freedom. The fighters believed that their war had been ordained by God and that their ancestors would return to life and assist their struggle.

History Makers

Samori Touré
about 1830–1900

Samori Touré is a hero of the Mandingo people. His empire is often compared to the great Mali Empire of the 1300s.

Touré was a nationalist who built a powerful Mandingo kingdom by conquering neighboring states. His kingdom became the third largest empire in West Africa.

For 16 years, Touré opposed the French imperialists in West Africa. The well-armed Mandingo were France's greatest foe in West Africa, and the two armies clashed several times. The Mandingo Empire was finally brought down, not in battle, but by a famine.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Draw a map showing the extent of the Mandingo Empire. Go to **classzone.com** for your research.

However, when resistance fighters armed with spears and protected by the magic water attacked a German machine-gun post, they were mowed down by the thousands. Officially, Germans recorded 75,000 resisters dead. But more than twice that number perished in the famine that followed. The Germans were shaken by the rebellion and its outcome. As a result, they made some government reforms in an effort to make colonialism more acceptable to the Africans.

Ethiopia: A Successful Resistance Ethiopia was the only African nation that successfully resisted the Europeans. Its victory was due to one man—**Menelik II**. He became emperor of Ethiopia in 1889. He successfully played Italians, French, and British against each other, all of whom were striving to bring Ethiopia into their spheres of influence. In the meantime, he built up a large arsenal of modern weapons purchased from France and Russia. In 1889, shortly after Menelik had signed a treaty with Italy, he discovered differences between the wording of the treaty in the Ethiopian language and in Italian. Menelik believed he was giving up a tiny portion of Ethiopia. However, the Italians claimed all of Ethiopia as a protectorate. Meanwhile, Italian forces were advancing into northern Ethiopia. Menelik declared war. In 1896, in one of the greatest battles in the history of Africa—the Battle of Adowa—Ethiopian forces successfully defeated the Italians and kept their nation independent. After the battle, Menelik continued to stockpile rifles and other modern weapons in case another foreign power challenged Ethiopia's liberty.

▼ After defeating Italy, Menelik II modernized Ethiopia by constructing a railroad and weakening the power of the nobility.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** *Which region had the largest area affected by resistance?*
2. **Region** *Was any region unaffected by resistance movements?*

The Legacy of Colonial Rule

European colonial rule forever altered Africans' lives. In some cases, the Europeans brought benefits, but for the most part, the effects were negative.

Negative Effects On the negative side, Africans lost control of their land and their independence. Many died of new diseases such as smallpox. They also lost thousands of their people in resisting the Europeans. Famines resulted from the change to cash crops in place of subsistence agriculture.

Africans also suffered from a breakdown of their traditional cultures. Traditional authority figures were replaced. Homes and property were transferred with little regard to their importance to the people. Men were forced to leave villages to find ways to support themselves and their families. Contempt for the traditional culture and admiration of European life undermined stable societies and caused identity problems for Africans.

The most harmful political legacy from the colonial period was the division of the African continent. Long-term rival chiefdoms were sometimes united, while at other times, kinship groups were split between colonies. The artificial boundaries combined or unnaturally divided groups, creating problems that plagued African colonies during European occupation. These boundaries continue to create problems for the nations that evolved from the former colonies.

Positive Effects On the positive side, colonialism reduced local warfare. Humanitarian efforts in some colonies improved sanitation and provided hospitals and schools. As a result, lifespans increased and literacy rates improved. Also positive was the economic expansion. African products came to be valued on the international market. To aid the economic growth, railroads, dams, and telephone and telegraph lines were built in African colonies. But for the most part, these benefited only European business interests, not Africans' lives.

The patterns of behavior of imperialist powers were similar, no matter where their colonies were located. Dealing with local traditions and peoples continued to cause problems in other areas of the world dominated by Europeans. Resistance to the European imperialists also continued, as you will see in Section 3. B

MAIN IDEA

Drawing Conclusions

B Why might the problems caused by artificial boundaries continue after the Europeans left?

SECTION 2 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

- paternalism
- assimilation
- Menelik II

USING YOUR NOTES

2. Do you think the positive effects of imperialism outweighed the negative impact? Why or why not?

MAIN IDEAS

3. What idea is the policy of assimilation based on?

4. Why were African resistance movements usually unsuccessful?

5. How did colonial rule cause a breakdown in traditional African culture?

CRITICAL THINKING & WRITING

6. FORMING OPINIONS Do you think Europeans could have conquered Africa if the Industrial Revolution had never occurred? Explain your answer.

7. COMPARING How was the policy of paternalism like Social Darwinism?

8. ANALYZING CAUSES Why would the French and Russians sell arms to Ethiopia?

9. WRITING ACTIVITY POWER AND AUTHORITY Write a **speech** that you might deliver to colonial rulers, expressing your views on European imperialism in Africa.

CONNECT TO TODAY **CREATING A POSTER**

After gaining its independence from Portugal in 1975, Angola was plagued by civil war for 27 years. Research to learn what role the legacy of colonialism played in Angola's conflict. Summarize your findings on a **poster** using text, pictures, maps, and charts.

INTERACTIVE

Views of Imperialism

European imperialism extended to the continents beyond Africa. As imperialism spread, the colonizer and the colonized viewed the experience of imperialism in very different ways. Some Europeans were outspoken about the superiority they felt toward the peoples they conquered. Others thought imperialism was very wrong. Even the conquered had mixed feelings about their encounter with the Europeans.

A PRIMARY SOURCE

J. A. Hobson

Hobson's 1902 book, *Imperialism,* made a great impression on his fellow Britons.

For Europe to rule Asia by force for purposes of gain, and to justify that rule by the pretence that she is civilizing Asia and raising her to a higher level of spiritual life, will be adjudged by history, perhaps, to be the crowning wrong and folly of Imperialism. What Asia has to give, her priceless stores of wisdom garnered from her experience of ages, we refuse to take; the much or little which we could give we spoil by the brutal manner of our giving. This is what Imperialism has done, and is doing, for Asia.

B PRIMARY SOURCE

Dadabhai Naoroji

Dadabhai Naoroji was the first Indian elected to the British Parliament. In 1871, he delivered a speech about the impact of Great Britain on India.

To sum up the whole, the British rule has been—morally, a great blessing; politically peace and order on one hand, blunders on the other, materially, impoverishment. . . . The natives call the British system "Sakar ki Churi," the knife of sugar. That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

C PRIMARY SOURCE

Jules Ferry

The following is from a speech Ferry delivered before the French National Assembly on July 28,1883.

Nations are great in our times only by means of the activities which they develop; it is not simply 'by the peaceful shining forth of institutions . . .' that they are great at this hour. . . . Something else is needed for France: . . . that she must also be a great country exercising all of her rightful influence over the destiny of Europe, that she ought to propagate this influence throughout the world and carry everywhere that she can her language, her customs, her flag, her arms, and her genius.

D PRIMARY SOURCE

This 1882 American political cartoon, titled "The Devilfish in Egyptian Waters," depicts England as an octopus. Notice that Egypt is not yet one of the areas controlled by the British.

THE DEVILFISH IN EGYPTIAN WATERS.

Document-Based QUESTIONS

1. According to Hobson (Source A), what mistake did European imperialists make in Asia?
2. What position on imperialism does Jules Ferry take in Source C?
3. In Source D, what does the representation of England suggest about the cartoonist's view of British imperialism?
4. In what way does the view of imperialism in Source B contrast with that in Source D?

4

British Imperialism in India

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
EMPIRE BUILDING As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent.	India, the second most populated nation in the world, adopted some of its modern political institutions from the British.	• sepoy • "jewel in the crown" • Sepoy Mutiny • Raj

SETTING THE STAGE British economic interest in India began in the 1600s, when the British East India Company set up trading posts at Bombay, Madras, and Calcutta. At first, India's ruling Mughal Dynasty kept European traders under control. By 1707, however, the Mughal Empire was collapsing. Dozens of small states, each headed by a ruler or maharajah, broke away from Mughal control. In 1757, Robert Clive led East India Company troops in a decisive victory over Indian forces allied with the French at the Battle of Plassey. From that time until 1858, the East India Company was the leading power in India.

British Expand Control over India

The area controlled by the East India Company grew over time. Eventually, it governed directly or indirectly an area that included modern Bangladesh, most of southern India, and nearly all the territory along the Ganges River in the north.

East India Company Dominates Officially, the British government regulated the East India Company's efforts both in London and in India. Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army, led by British officers and staffed by **sepoys**, or Indian soldiers. The governor of Bombay, Mountstuart Elphinstone, referred to the sepoy army as "a delicate and dangerous machine, which a little mismanagement may easily turn against us."

▼ A sepoy in uniform

Britain's "Jewel in the Crown" At first, the British treasured India more for its potential than its actual profit. The Industrial Revolution had turned Britain into the world's workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. It is not surprising, then, that the British considered India the brightest **"jewel in the crown,"** the most valuable of all of Britain's colonies.

The British set up restrictions that prevented the Indian economy from operating on its own. British policies called for India to produce raw materials for British manufacturing and to buy British goods. In addition, Indian competition with British goods was prohibited. For example, India's own handloom textile industry was almost put out of business by imported British textiles. Cheap cloth from England flooded the Indian market and undercut local producers.

TAKING NOTES

Recognizing Effects Use a diagram to identify the effects of the three causes listed.

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

British Transport Trade Goods India became increasingly valuable to the British after they established a railroad network there. Railroads transported raw products from the interior to the ports and manufactured goods back again. Most of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trade in these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills. (A)

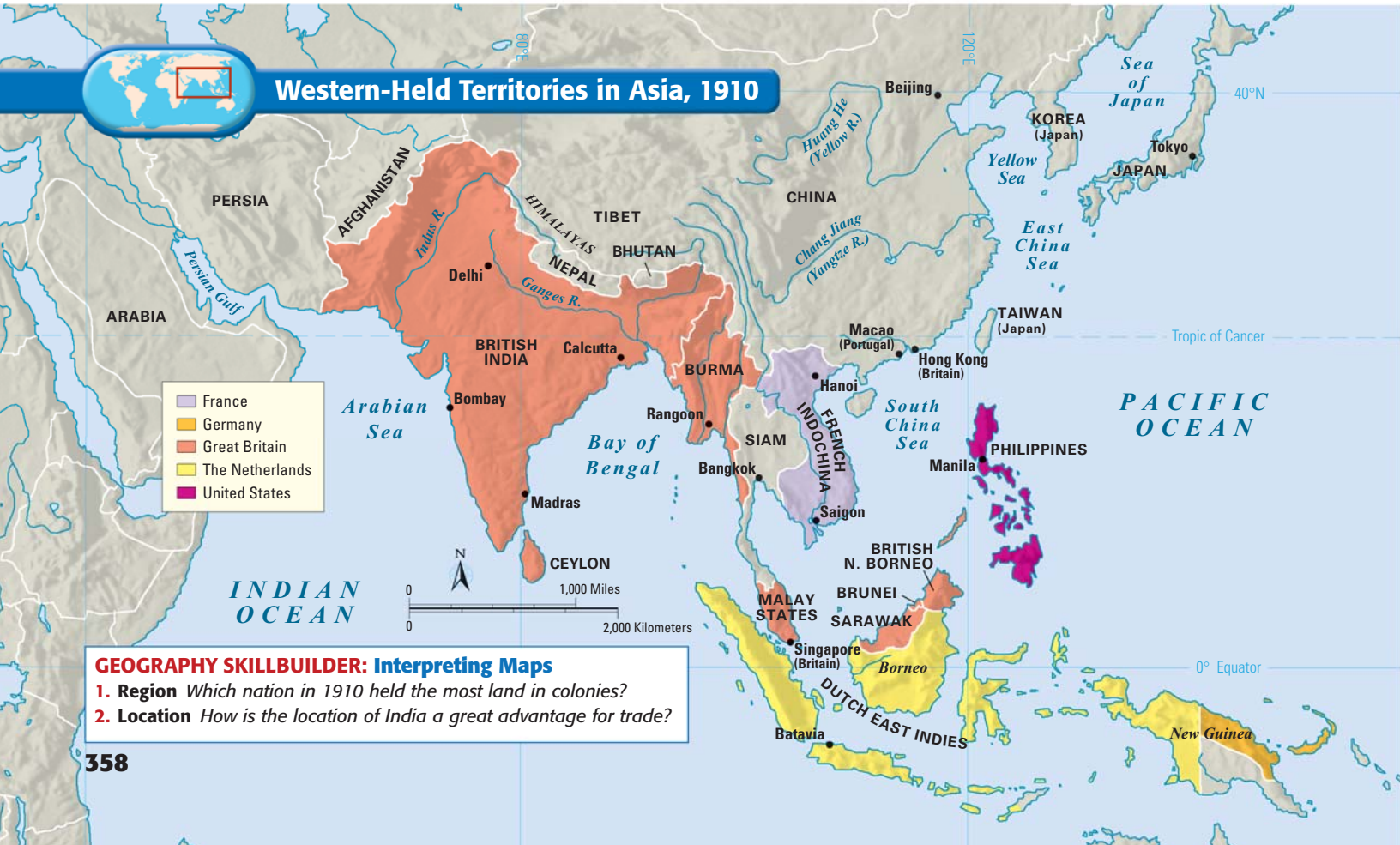
Vocabulary
jute: a fiber used for sacks and cord

MAIN IDEA

Summarizing
(A) On which continents were Indian goods being traded?

Impact of Colonialism India both benefited from and was harmed by British colonialism. On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the racist attitude of most British officials threatened traditional Indian life.

On the positive side, the laying of the world's third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.



GEOGRAPHY SKILLBUILDER: Interpreting Maps
1. **Region** *Which nation in 1910 held the most land in colonies?*
2. **Location** *How is the location of India a great advantage for trade?*

Social History

Social Class in India

In the photograph at right, a British officer is waited on by Indian servants. This reflects the class system in India.

British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India.

Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

Indian Servants

Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture here, both servants were of the same varna. Although the two servants were from the same varna, they had different jobs..

The Sepoy Mutiny

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land, the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

Indians Rebel As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

MAIN IDEA

Recognizing Effects

B Look back at Elphinstone's comment on page 357. Did the Sepoy Mutiny prove him correct?

Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them. B

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most of the princes and maharajahs who had made alliances with the East India

Company did not take part in the rebellion. The Sikhs, a religious group that had been hostile to the Mughals, also remained loyal to the British. Indeed, from then on, the bearded and turbaned Sikhs became the mainstay of Britain's army in India.

Turning Point The mutiny marked a turning point in Indian history. As a result of the mutiny, in 1858 the British government took direct command of India. The term **Raj** referred to British rule after India came under the British crown during the reign of Queen Victoria. A cabinet minister in London directed policy, and a British governor-general in India carried out the government's orders. After 1877, this official held the title of viceroy.

To reward the many princes who had remained loyal to Britain, the British promised to respect all treaties the East India Company had made with them. They also promised that the Indian states that were still free would remain independent. Unofficially, however, Britain won greater and greater control of those states.

The Sepoy Mutiny fueled the racist attitudes of the British. The British attitude is illustrated in the following quote by Lord Kitchener, British commander in chief of the army in India:

PRIMARY SOURCE

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

LORD KITCHENER, quoted in K. M. Panikkar, *Asia and Western Dominance*

MAIN IDEA

Recognizing Effects

C In what ways did the Sepoy Mutiny change the political climate of India?

The mutiny increased distrust between the British and the Indians. A political pamphlet suggested that both Hindus and Muslims "are being ruined under the tyranny and oppression of the . . . treacherous English." C

▼ This engraving shows sepoys attacking the British infantry at the Battle of Cawnpore in 1857.

Nationalism Surfaces in India

In the early 1800s, some Indians began demanding more modernization and a greater role in governing themselves. Ram Mohun Roy, a modern-thinking, well-educated Indian, began a campaign to move India away from traditional practices and ideas. Ram Mohun Roy saw arranged child marriages and the rigid caste separation as parts of Indian life that needed to be changed. He believed that if the practices were not changed, India would continue to be controlled by outsiders. Roy's writings inspired other Indian reformers to call for adoption of Western ways. Roy also founded a social reform movement that worked for change in India.

Besides modernization and Westernization, nationalist feelings started to surface in India. Indians hated a system that made them second-class citizens in their own country. They were barred from top posts in the Indian Civil Service. Those who managed to get middle-level jobs were paid less than Europeans. A British engineer on the East India Railway, for example, made nearly 20 times as much money as an Indian engineer.

Nationalist Groups Form This growing nationalism led to the founding of two nationalist groups, the Indian National Congress in 1885 and the Muslim League in 1906. At first, such groups concentrated on specific concerns for Indians. By the early 1900s, however, they were calling for self-government.

The nationalists were further inflamed in 1905 by the partition of Bengal. The province was too large for administrative purposes, so the British divided it into a Hindu section and a Muslim section. Keeping the two religious groups apart made it difficult for them to unite in calling for independence. In 1911, yielding to pressure, the British took back the order and divided the province in a different way. D

MAIN IDEA

Analyzing Motives

D Why would the British think that dividing the Hindus and Muslims into separate sections would be good?

Conflict over the control of India continued to develop between the Indians and the British in the following years. Elsewhere in Southeast Asia, the same struggles for control of land took place between local groups and the major European powers that dominated them. You will learn about them in Section 5.

SECTION 4 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

• sepoy • "jewel in the crown" • Sepoy Mutiny • Raj

USING YOUR NOTES

2. Which of the effects you listed later became causes?

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

MAIN IDEAS

3. Why did Britain consider India its "jewel in the crown"?

4. Why didn't Indians unite against the British in the Sepoy Mutiny?

5. What form did British rule take under the Raj?

CRITICAL THINKING & WRITING

6. MAKING INFERENCES How did economic imperialism lead to India's becoming a British colony?

7. EVALUATING DECISIONS What might the decision to grease the sepoys' cartridges with beef and pork fat reveal about the British attitude toward Indians?

8. SYNTHESIZING How did imperialism contribute to unity and to the growth of nationalism in India?

9. WRITING ACTIVITY EMPIRE BUILDING Write an **editorial** to an underground Indian newspaper, detailing grievances against the British and calling for self-government.

CONNECT TO TODAY **CREATING A POLITICAL CARTOON**

In 1947, India was divided into two countries: mostly Hindu India and mostly Muslim Pakistan. However, the two countries maintain a tense relationship today. Research to learn about the cause of this tension and illustrate it in a **political cartoon.**