

Consequences of Industrialization

Unit 6 1750-1900

Imperialism and Migration

- 6.1 Rationales for imperialism
- 6.2 State expansion
- 6.3 Indigenous Responses to state expansion
- 6.4 Global Economic Development
- 6.5 Economic Imperialism
- 6.6 Causes of Migration in an interconnected World
- 6.7 Effects of Migration
- 6.8 Causation in Imperial age

Rationales for Imperialism from 1750 to 1900

(Topic 6.1)

Explain how ideologies contributed to the development of imperialism from 1750 to 1900.



Rationales for Imperialism from 1750 to 1900

(Topic 6.1)

A range of cultural, religious, and racial ideologies were used to justify imperialism, including **Social Darwinism**, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.



Activity Directions

In this exercise you will be exploring the motives behind the European rush to create colonial empires at the end of the 19th century.

Examine the placards:

Describe what you see on the placard-it is ok to make guesses-talk it out with your partner.

Determine which of the five categories the artifact reveals. There may be more than one motive.

You will be assigned one motive to fully explain.

POLITICAL

POLITICAL motives were based on a nation's desire to **gain power**, to **compete** with other European countries, to **expand territory**, to exercise **military force**, to gain **prestige** by **winning colonies**, and to boost **national pride** and **security**.

ECONOMIC

ECONOMIC motives included the **desire to make money**, to **expand and control foreign trade**, to **create new markets** for products, to **acquire raw materials** and **cheap labor**, to compete for **investments and resources**, and to **export** industrial technology and transportation methods.

RELIGIOUS

RELIGIOUS motives included the desire to **spread Christianity**, to **protect** European missionaries in other lands, to spread European **values and moral beliefs**, to **educate** peoples of other cultures, and to **end the slave trade** in Africa.

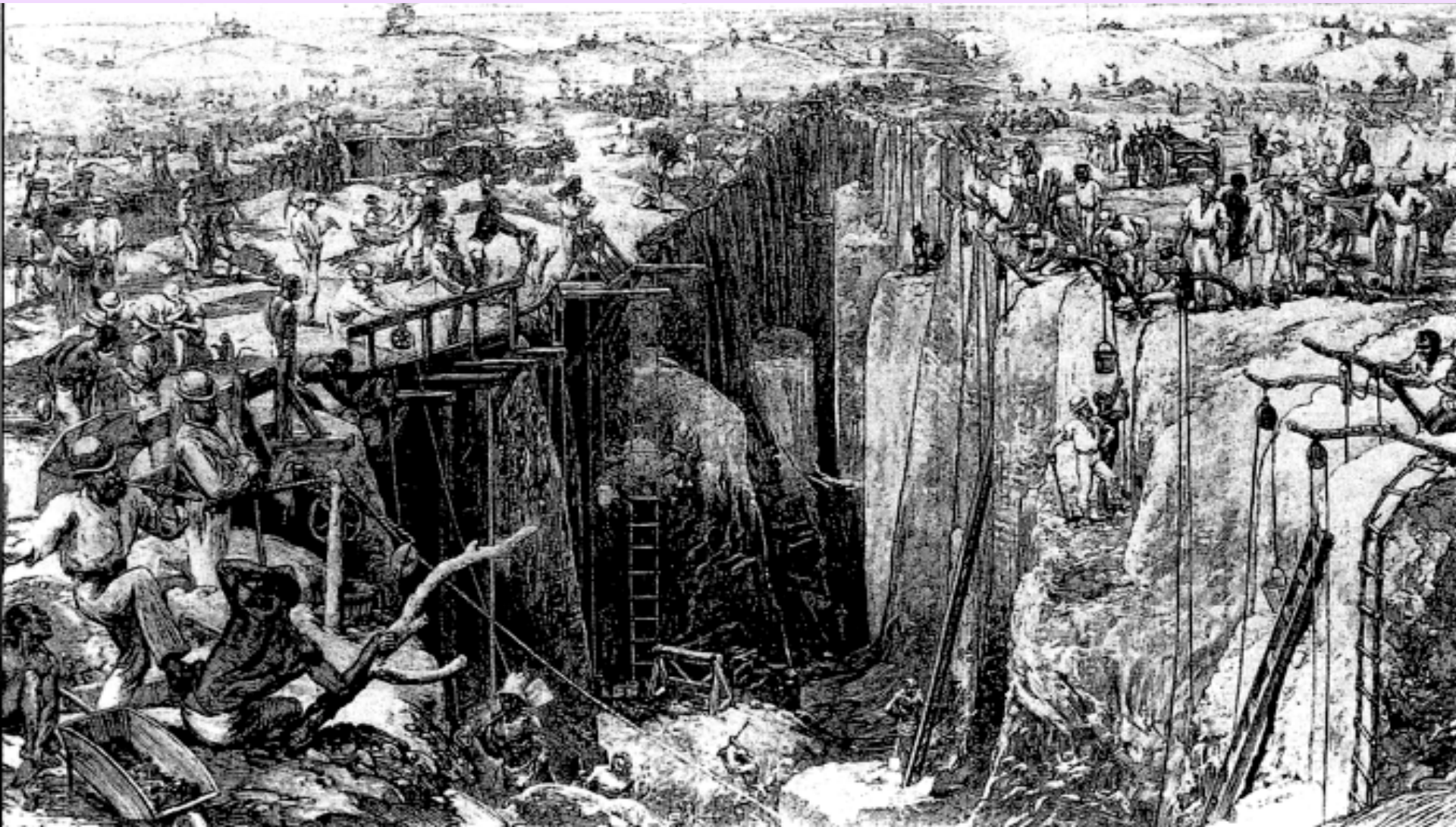
EXPLORATORY

EXPLORATORY motives were based on the desire to explore “unknown” or uncharted territory, to conduct **medical searches** for the causes and treatment of diseases, to go on an **adventure** and to investigate “unknown” lands and cultures.

IDEOLOGICAL

IDEOLOGICAL motives were based on **cultural values** such as the belief that the **white race was superior**, other cultures were “**primitive**,” Europeans should “civilize” peoples in other parts of the world, **great nations should have empires**, and only the **strongest nations will survive**.

A Open-shaft diamond mining at Kimberley, South Africa, in 1872



B A Methodist Sunday School at Guiongua, Angola, 1925





C

Germans taking
possession of
Cameroon in
1881

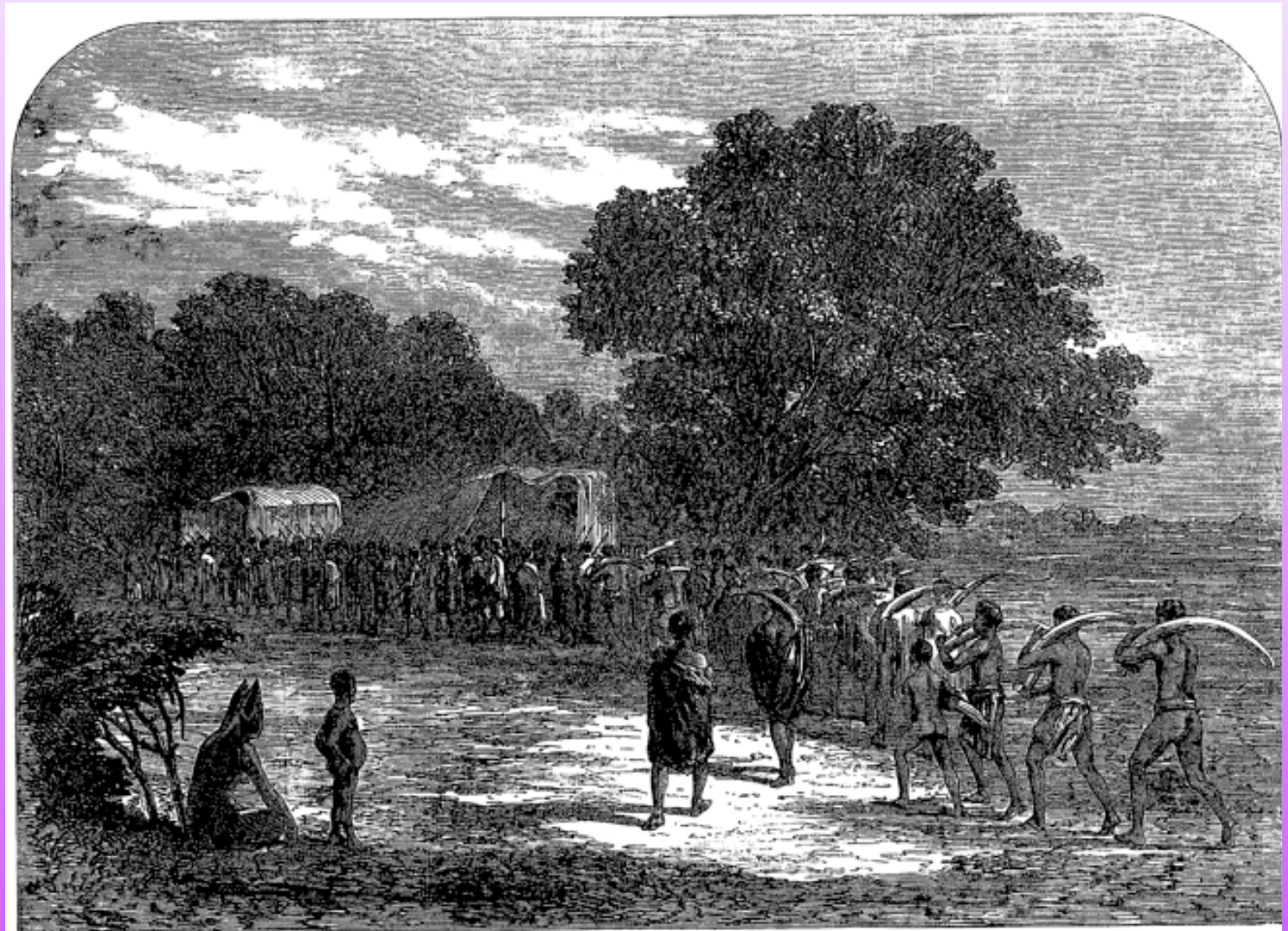
As yet the Congo basin is a blank, a fruitless waste, a desolate and unproductive area.... It has been our purpose to fill this blank with life, to redeem this waste, to plant and sow that the dark man may gather, to vivify the wide, wild lands so long forgotten by Europe. But cursed be he or they who, animated by causeless jealousy and a spirit of mischief, will compel us to fire our station, destroy our work so conspicuously begun, and abandon Africa to its pristine helplessness and savagery.

D Quote from explorer Henry Stanley in 1882 – looking for the

–Henry Stanley, 1882

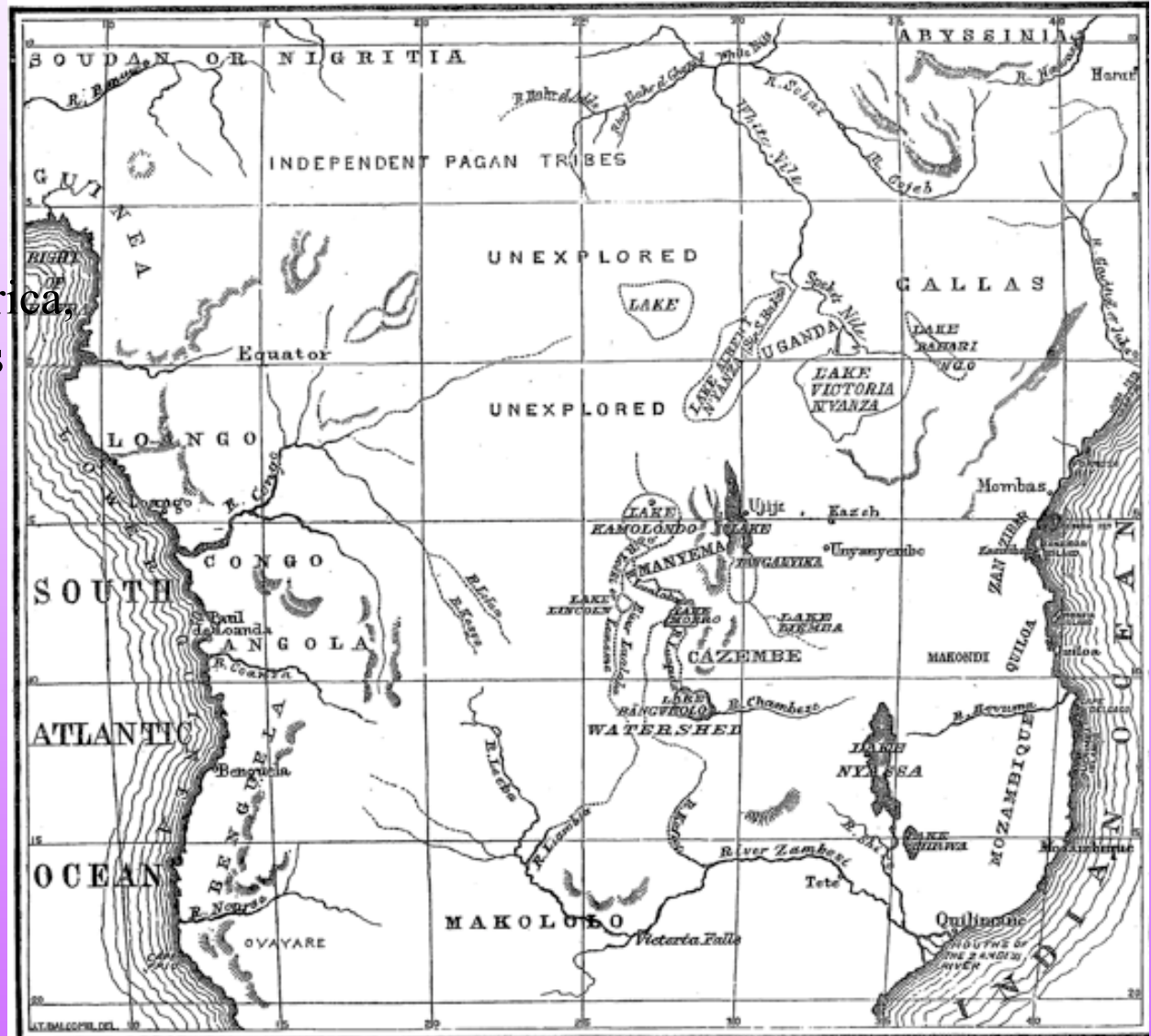
E Africans bringing ivory to the wagons in South Africa, c. 1860

E



F

Sketch map of Central Africa showing Dr. Livingstone's exploration



G

An advertisement for Pears' Soap from the 1890s, and one stanza of the British poet Rudyard Kipling's poem, *The White Man's Burden*, written in 1899 in response to the American take over of the Philippine Islands

Excerpt from *The White Man's Burden*

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

—Rudyard Kipling, 1899



The first step towards lightening

The White Man's Burden

is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

HMrs. Maria C. Douglas, doctor and missionary, and the first class of pupil nurses in Burma, in 1888



I British cartoon showing the Chinese being savaged
by European powers, and the poem *The Partition of
China*, 1897

The Partition of China

THE Heathen Chinee! The Heathen Chinee!
What a channel for Christian Expansion is he.
Then Ho! for the Flowery Land of the East,
Like vultures we'll swoop on the promising feast.
Commission your Navies, ye Nations so free,
To bear the true light to the Heathen Chinee.

If Russia 'makes converts,' it's perfectly clear
We need for 'converting' a well-defined sphere;
If Germany's 'missions' hold meetings for prayer,
So Christian a work 'tis our duty to share.
Incidentally, too, there is cash to be made;
There's naught like Religion to stimulate Trade.

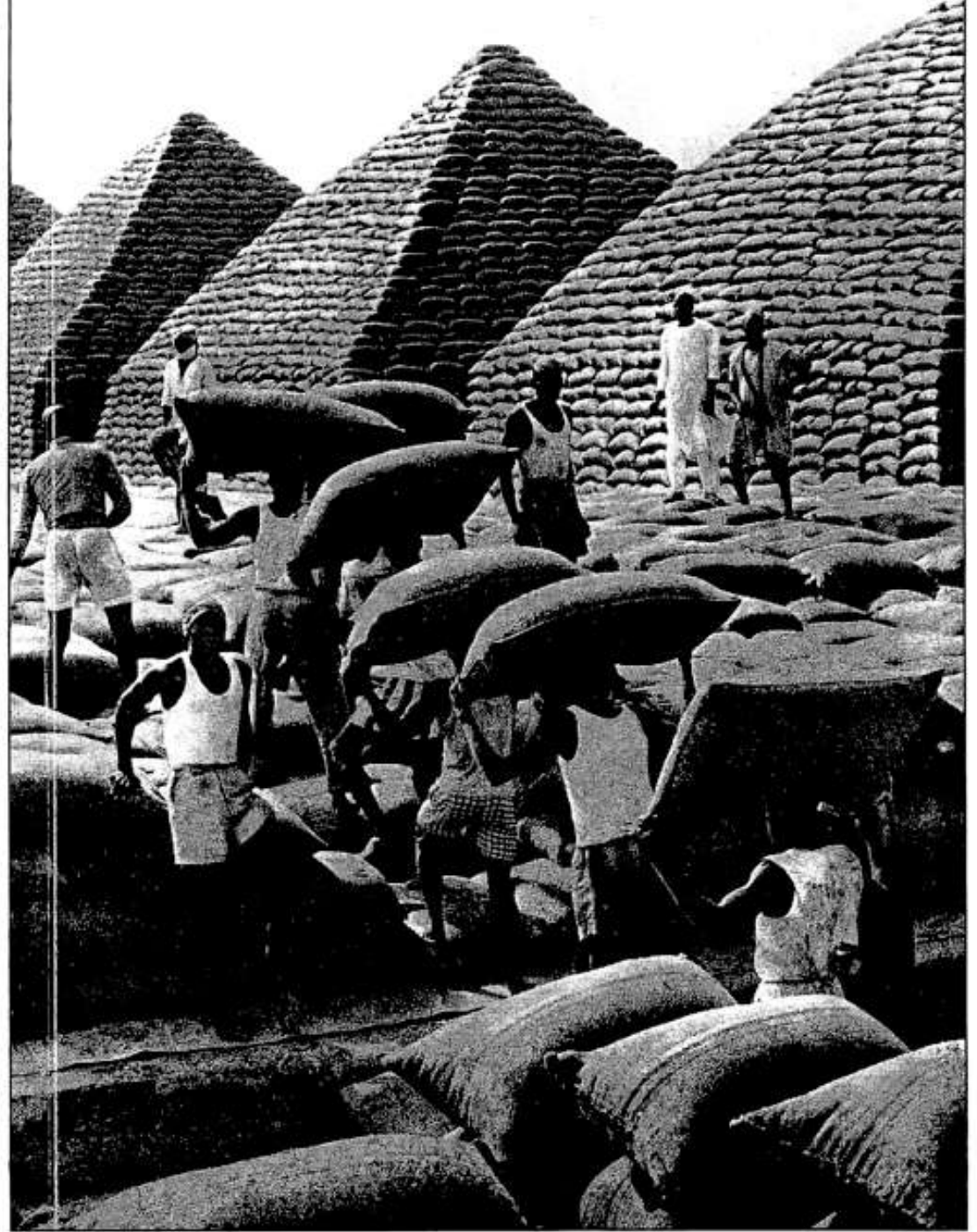
Them come all ye Teachers and Preachers and Fighters,
Backed up by the Press and its wonderful writers,
Let's give to this darkened and downtrodden nation
A touch of the blessings of Civilisation.
And our Christian 'Maxims' will work, you will see,
A change for the good in that Heathen Chinee.



"The Heathen Chinee! The Heathen Chinee!"

J

Bagged groundnuts in
pyramid stacks in West
Africa



K



L

British
Lipton Tea
advertisement in the
1890s

LIPTON'S **TEAS.**

Tea Merchant.
BY SPECIAL APPOINTMENT
TO HER MAJESTY
THE QUEEN.

ONE OF
LIPTON'S TEA-GARDENS
CEYLON

LIPTON

FINEST THE
WORLD CAN
PRODUCE

1^s/7 PER LB.
NO HIGHER PRICE.
RICH PURE
& FRAGRANT

1^s/2 and **1^s/4** PER LB.

LARGEST SALE IN THE WORLD

Chief Offices : City Road, London. Branches and Agencies throughout the World.

M

British cartoon “The Rhodes Colossus,” showing Cecil Rhodes’ vision of making Africa “all British from Cape to Cairo,” 1892



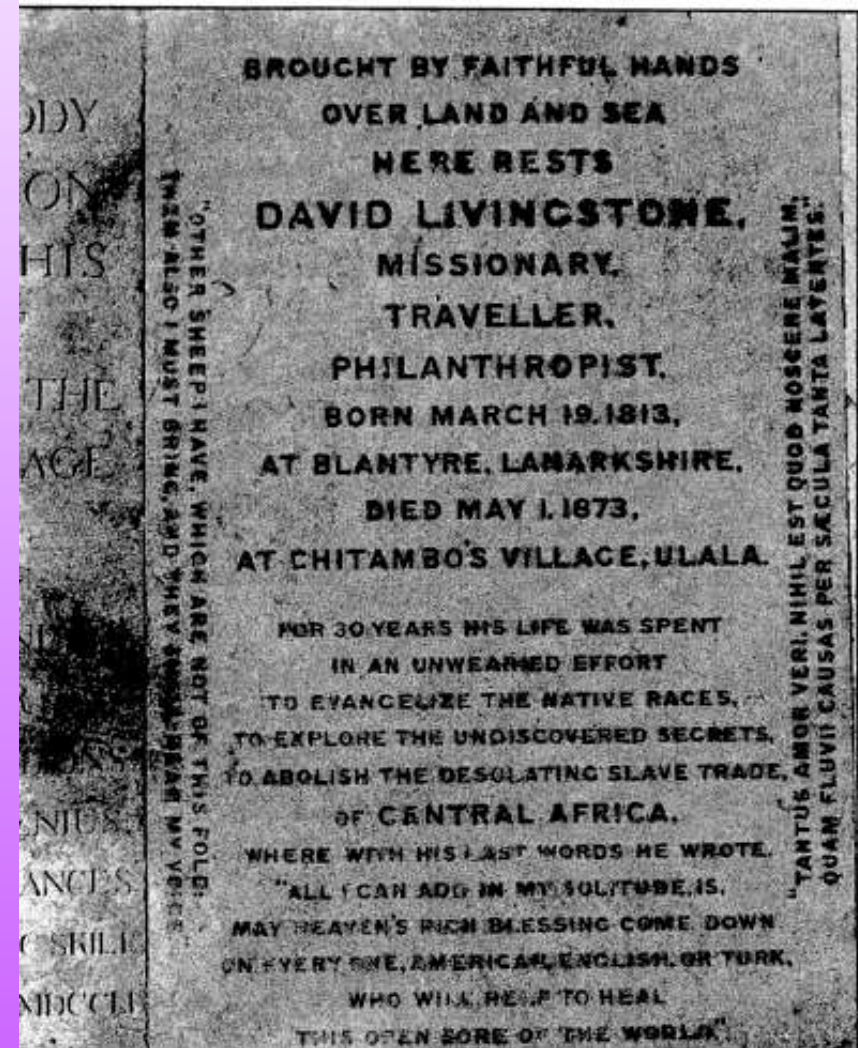
N

Epitaph and quote from missionary and explorer David Livingstone, the epitaph reads:

Brought by faithful hands over land and sea, Here rests David Livingstone, Missionary, Traveller, Philanthropist. Born March 19, 1813, at Blantyre, Lanarkshire. Died May 1, 1873, at Chitambo's Village, Ulala. For 30 years his life was spent in an unwearied effort to evangelize the native races, to explore the undiscovered secrets, to abolish the desolating slave trade, of Central Africa, where with his last words he wrote, "All I can add in my solitude, is, May the Heaven's rich blessing come down on everyone, American, English, or Turk, who will help to heal this open sore of the world."

I beg to direct your attention to Africa; I know that in a few years I shall be cut off in that country, which is now open: Do not let it be shut again! I go back to Africa to try to make an open path for commerce and Christianity; do you carry out the work which I have begun. *I leave it with you!*

-David Livingstone, 1857



O An imperial yacht passing through the Suez Canal in Egypt at the opening of the canal in 1870



Placard 3.2 A

Open-shaft diamond mining at Kimberley, South Africa,
in 1872

Imperial motives students might see here are:

Economic: African labor, exploiting natural
resources for profit

Ideological: Europeans treating Africans as inferior

Placard 3.2 B

A Methodist Sunday School at Guiongua, Angola, 1925

Imperial motives students might see here are:

Religious: *Europeans spreading Christian values and education*

Ideological: *teaching European customs and beliefs*

Placard 3.2 C

Germans taking possession of Cameroon in 1881

Imperial motives students might see here are

Political: *flag shows national identity or desire to possess new territory, European and African leaders meeting, European military presence*

Exploratory: *exploring foreign lands*

Placard 3.2 D

Quote from explorer Henry Stanley in 1882 – looking for the source of the Nile

An imperial motive students might see here is:

***Ideological:** belief in superiority of Europeans or that Europeans should “civilize” Africa*

Placard 3.2 E

Africans bringing ivory to the wagons in South Africa,
c. 1860

An imperial motive students might see here is:

Economic: *collecting African resources*

Ideological: *European's making Africans work*

Placard 3.2 F

Sketch map of Central Africa, showing Dr. Livingstone's exploration

An imperial motive students might see here is:

Exploratory: *interest in unexplored territories, mapping geographic features of Africa*

Dr. Livingstone's goal was to find the source of the Nile River

Placard 3.2 G

An advertisement for Pears' Soap from the 1890s, and one stanza of the British poet Rudyard Kipling's poem, *The White Man's Burden*, written in 1899 in response to the American take over of the Philippine Islands

Imperial motives students might see here are:

Ideological: *belief in European superiority, need to “civilize” captive peoples, need to cleanse “dark corners of earth”*

Economic: *boats transporting goods to colonies, advertisement to sell a product*

Placard 3.2 H

Mrs. Maria C. Douglas, doctor and missionary, and the first class of pupil nurses in Burma, in 1888

Imperial motives students might see here are:

Ideological: teaching European values

Religious: educating people of other cultures

Placard 3.2 I

British cartoon showing the Chinese being savaged by European powers, and the poem *The Partition of China*, 1897

Imperial motives students might see here are:

Political: Europeans depicted as animals competing for piece of China

Economic: desire to trade in China to make cash

Religious: Chinese depicted as heathen, calls on Christian duty to preach in China

Ideological: belief that foreigners should be “civilized” by Europeans

Placard 3.2 J

Bagged groundnuts in pyramid stacks in West Africa

An imperial motive students might see here is:

Economic: Africans transporting indigenous goods

Placard 3.2 K

French capture of the citadel of Saigon, Vietnam

An imperial motive students might see here is:

Political: *exerting military force, battling for possession of territory, carrying flags to establish political control*

Placard 3.2 L

British Lipton Tea advertisement in the 1890s

Imperial motive students might see here are:

Economic: goods from Ceylon transported to London,
use of indigenous labor and resources, exportation of
industrial technology

Political: gaining national prestige through
international trade

Placard 3.2 M

British cartoon “The Rhodes Colossus,” showing Cecil Rhodes’ vision of making Africa “all British from Cape to Cairo,” 1892

Imperial motives students might see here are:

Political: *desire to control African territory, desire to boost national pride and gain power by winning colonies, desire to have military presence)*

Exploratory: *exploring or venturing into unknown territory*

Placard 3.2 N

Epitaph and quote from missionary and explorer David Livingstone, the epitaph reads:

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Imperial motives students might see here are:

Religious: missionary who spreads his faith, desire to abolish the slave trade

Exploratory: traveled to discover secrets of Africa

Placard 3.2 O

An imperial yacht passing through the Suez Canal in
Egypt at the opening of the canal in 1870

Imperial motives students might see here are:

Economic: exportation of transportation methods to
improve trade

Political: boosting national pride and prestige by
controlling foreign territories