

MI OPEN BOOK PROJECT

World History

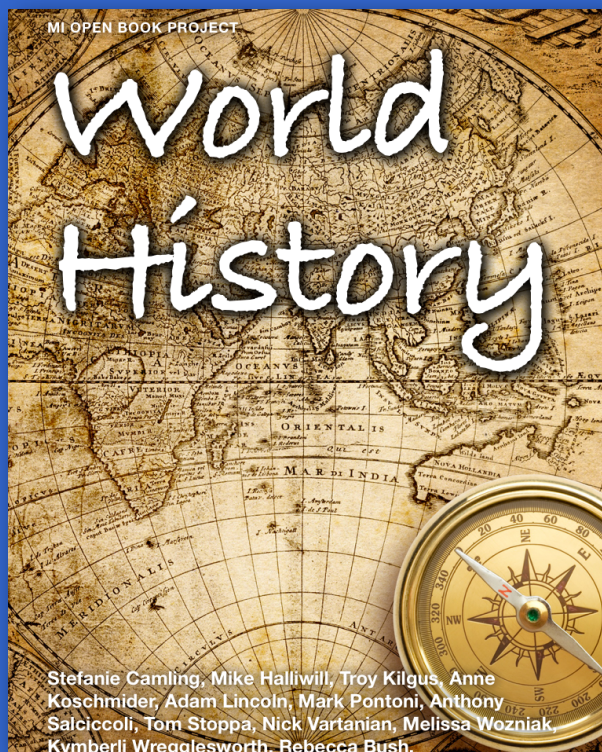
The background of the entire page is a detailed, aged world map. The map features various geographical labels in Latin, such as 'AFRICA', 'EUROPA', 'ASIA', 'AMERICA', 'OCEANVS', 'MARE INDICVM', and 'ANTARCTICA'. The map is oriented with North at the top. In the bottom right corner, there is a circular, brass-colored compass rose. The compass rose has a central needle pointing towards the top, with markings for cardinal and intercardinal directions (N, NE, E, SE, S, SW, W, NW) and degree measurements around its perimeter.

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.

About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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Stefanie Camling

Coopersville High School

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Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

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Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



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Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

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Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



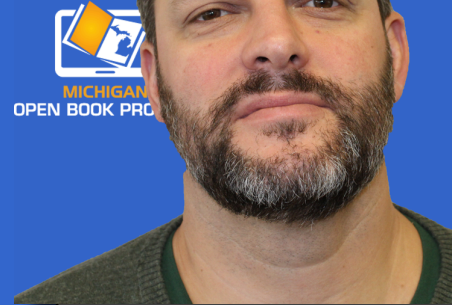
Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

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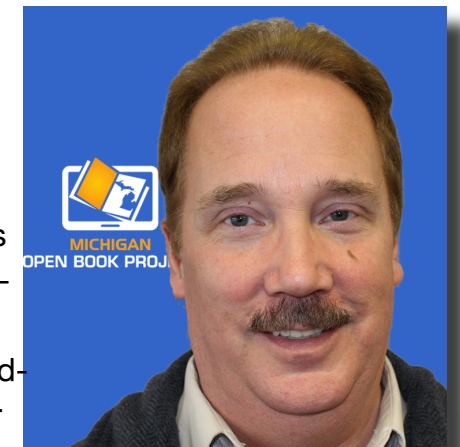
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

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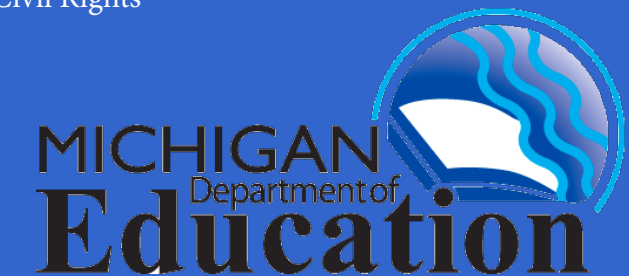
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

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Instructional Consultant

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads



Chapter 7

Why did Europe's Influence in the World Outpace that of Other Geographic Regions?

What were the consequences of political and nationalistic revolutions?

What factors contributed to the growth of nation-states and the rise of nationalism?

How did the growth of nation-states in Europe differ from that in the rest of the world?

How was China weakened by European influence?

How did Japan build itself into a world power in a short time?



Section 1

Nation Building in Europe

QUESTIONS TO GUIDE INQUIRY

1. What were the consequences of political and nationalistic revolutions?
2. What factors contributed to the growth of nation-states and the rise of nationalism?
3. How did the growth of nation-states in Europe differ from that in the rest of the world?
4. How was China weakened by European influence?
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TERMS, PLACES, PEOPLE

Nationalism	Militarism
Nation State	Reichstag
self-determination	Kaiser
conservatism	Reich
liberalism	
civil liberties	
Risorgimento	
Realpolitik	

Following the Congress of Vienna in 1815, the achieved goal was the re-establishment of peace and the restoration of balance among the European powers. Following the Napoleonic Wars, Europe entered a period of relative calm under the former conservative, sovereign governments. However, this period did not last long as liberal and nationalist forces gained more influence.

Nationalism is similar to what we call patriotism in the United States: love of one's country. It is also a movement to assert the interests of one nation separately from those of other nations, and the desire for a people with a common background to live independently under their own rule. Many peoples in Europe eventually would achieve **self-determination** by forming nations out of areas which were once small kingdoms or principalities, or areas ruled by emperors. One was Belgium,



Europe as agreed upon at the Congress of Vienna, 1815

(Image source: https://commons.wikimedia.org/wiki/File:Map_congress_of_vienna.jpg)

which rebelled from the Dutch Republic in 1830 to form an independent **nation-state**.

Other ideas about political power that were in conflict during this era were **conservatism** and **liberalism**. Most of the representatives to the Congress of Vienna believed in conservatism. Their belief in tradition and social stability led them to re-establish the monarchies of the 18th century and not accept the demands of the people who wanted representative governments or even individual rights. On the other hand, many liberals believed in the ideas of the Enlightenment and wanted people to be as free as possible from government interference with their lives. Liberals wanted religious freedom, equality before the law, and civil liberties. They did not, however, want a democracy; liberals felt a monarchy that was controlled by a constitution did enough to protect the citizens, especially those male citizens who were property owners like the new industrial middle class.

REVOLUTIONS OF 1848

France would again spark a number of revolutions throughout Europe. Poor harvests, economic issues, and general unrest resulted in the abdication of King Louis-Philippe in 1848. The new government called for free elections and also set up national workshops - government-funded public works projects, such as building roads or planting trees - to provide work for the many unemployed French people. This threatened to bankrupt the



Universal Manhood Suffrage established in France

(Image source: https://commons.wikimedia.org/wiki/File:Suffrage_universel_1848.jpg)

country, so the more moderate members of the government closed the workshops. The people, angered by the decision, rioted in the streets until the French military had killed thousands and arrested thousands more. A new constitution was eventually ratified, calling for **universal manhood suffrage**, a representative assembly and a popularly elected president.

When news of the rebellion and new republic in France reached Germany, the people demanded similar rights from the many

leaders within the German Confederation. An all-German parliament chosen via universal manhood suffrage met in Frankfurt with the intention of writing a constitution to unify the German states into one nation. The resulting constitution, however, was not accepted by many of the German leaders, so this movement toward unification was unsuccessful. The leaders of the revolution in Germany had difficulty deciding whether or not they should include the German-speaking areas of Austria and Prussia in their united Germany. This action would have created a large, unified nation in central Europe that would have been difficult for other European nations to defend themselves against in the event war broke out.

The Austrian Empire included people of many different ethnicities, and their nationalism emerged with a number of demonstrations in the Empire's cities. The Hungarians were granted their own legislature, and the Czechs demanded the same. Determined to re-establish control, the Austrian military with the assistance of Russia crushed the rebels in Prague, Vienna, and across Hungary, dooming the revolutions in the Austrian empire to failure. Italians in the northern provinces of Lombardy and Venetia also attempted to free themselves from the control of the Austrian

Interactive 7.1 Empires and Nationalism



Learn more here!

Empire. With the assistance of rebels in other Italian states, and a plan to create a constitution unifying all of Italy, the Lombard and Venetian revolutionaries rose up. Like the rebels in the rest of the empire, they were soon defeated and the plans to unify Italy were temporarily crushed.

After the Napoleonic Wars, the Congress of Vienna restored Italy to its status before Napoleon (see chart).

Many of the regions, such as Lombardy and Venetia in the north, were controlled by outside, non-Italian powers. This division would soon lead to a desire for Risorgimento which literally meant “resurrection”, and referred to the reunification of the Italian city-states. The movement began with the revolutions of 1848 and continued in the northern kingdom of Sardinia when Camillo



Camillo di Cavour

(Image source: https://upload.wikimedia.org/wikipedia/commons/9/95/Camillo_benso_Conte_di_Cavour_iii.jpg)

di Cavour was appointed Prime Minister in 1852.

Cavour began to put together an army and formed an alliance with French emperor Napoleon III, and the Italians and French together then provoked the Austrian Empire into a war in 1859. The French-Italian alliance was victorious, and under the peace terms, Austria surrendered Lombardy. Cavour granted Savoy to France as promised in their alliance. Additional small northern Italian states overthrew their governments and voted to join Cavour's Piedmont. Meanwhile, in southern Italy, Giuseppe Garibaldi organized an Italian nationalist army known as the Red Shirts to assist the revolution on Sicily against the Spanish.



Giuseppe Garibaldi leading the Red Shirts against the Spanish at the Battle of Calatafimi (Image source: https://upload.wikimedia.org/wikipedia/commons/a/a0/Battle_of_Calatafimi.jpg)

Once they had control of Sicily, Garibaldi and his army crossed over to mainland Italy and eventually controlled all of the Kingdom of the Two Sicilies. Concerned over Garibaldi's rising popularity and power, Cavour sent the Piedmont army under the new Piedmont King Victor Emmanuel II into the territories just outside Rome. These territories as well as the Two Sicilies voted to join Piedmont and created the Kingdom of Italy, with all territory except Venetia and Rome. Italy gained Venetia as a result of the Austro-Prussian War in 1866; the Italians agreed to assist Prussia in return for Venetia. When the French withdrew from Rome during the Franco-Prussian War in 1870, the Italian army occupied all but a few blocks around the Vatican which would become the Vatican City.

Interactive 7.2 Reunification



Check out this video to see how reunification took place.

GERMANY

Prussian King Wilhelm I appointed Otto von Bismarck as prime minister in 1862, and tasked him with strengthening the Prussian military and expanding Prussian power. The Prussians were known for their military strength and use of militarism to govern



their territory. Bismarck also developed a new idea about making political decisions, called Realpolitik, in which he focused not on political theories, ideology, and morality, but instead relied on practicality and pragmatism. Alliances would only be important as long as they served his purpose, and democracy was only a means by which to consolidate and strengthen the nation. He constantly monitored the domestic and international situations to determine the best time to advance his agenda.

Bismarck convinced Austria to help him defend Schleswig and Holstein against a Danish invasion with plans to then provoke the Austrians into a war. In June 1866, Austria declared war on Prussia and the Austrians were defeated in only seven weeks time, in part due to Prussian advantage in arms and military

dominance. After consolidating control of Schleswig and Holstein, Bismarck annexed the northern German states and convinced the states in the south to ally because of their fear of French imperialism.

When a relative of the Prussian king became eligible to become the King of Spain, France worried that they would be surrounded by Prussian power. Napoleon III of France insisted that Wilhelm should oppose Prince von Hohenzollern from becoming Spain's king. The French ambassador - Count Benedetti - and Wilhelm discussed the situation, but Bismarck made it sound like they had had a serious disagreement in the edited telegram he sent to the French government (See interactive). This telegram was enough to cause the already tense situation between the two nations to boil over. On July 19, 1870, France declared war on Prussia.

Interactive 7.3 The Bismark Telegram



[Learn more here!](#)

Again, due to Prussian military dominance and organization, the war would be a short one. The Franco-Prussian War effectively ended on September 2, 1870, when the Prussian army invaded France and captured the French army and Napoleon III; the French however, did not formally surrender until January 28, 1871. Meanwhile, on 18 January of that year, Wilhelm was crowned Kaiser Wilhelm I, Emperor of the Second German Empire at the palace of Versailles, setting up future conflict between the French and the Germans. The peace treaty ending the war further divided the two nations by forcing France to pay \$5 billion francs to Germany and annexing the French territories of Alsace and Lorraine to the new German empire.



Collapse of the Ottoman Empire

As new nation states like Germany and Italy were taking hold in Europe, old empires were losing control because of government corruption, lack of technological development, and weak leadership. The once powerful Ottoman Empire that stretched across the Middle East was faced with revolts from various ethnic groups during the 1800s. European powers scrambled to take advantage of the weakening Ottoman Empire and divided up Ottoman lands. The Slavic areas to the north of Greece, including Romania, Bulgaria, Serbia, and Montenegro began to win their independence after Greece won its independence in 1829. Bosnia and Herzegovina were under the control of the weakening Austro-Hungarian Empire. Serbia wanted Bosnia and Herzegovina for itself. To complicate the situation further, Russia was allied with Serbia. This made the Balkan region a hotbed of political turmoil that would later lead to worldwide conflict in the 20th century.

Section 2

Opium Wars and Rebellion in China

QUESTIONS TO GUIDE INQUIRY

1. What were the consequences of political and nationalistic revolutions?
2. What factors contributed to the growth of nation-states and the rise of nationalism?
3. How did the growth of nation-states in Europe differ from that in the rest of the world?
4. How was China weakened by European influence?
5. How did Japan build itself into a world power in a short time?

TERMS, PLACES, PEOPLE

Opium
Opium War
Treating of Nanjing
Taiping Rebellion
Hong Xiuquan
Confucianism
Treaty of Tianjin
Dowager

Boxer Rebellion

Opium

The Qing Dynasty (1644-1911) expanded China to its largest size in history, but the decision by China's leaders to practice isolationism and not expand trade or establish relationships with European powers doomed their nation to eventual submission. Additionally, their swiftly growing population caused mass famine, and the government became corrupt or incompetent. European traders were restricted to one small trading post located in the port of Guangzhou. Chinese products such as silk and porcelain were in high demand in Europe, but the most important trade



product - especially for the British - was tea. The British purchased so much tea from the Chinese that British silver reserves declined to very low levels. There were no British products that the Chinese wanted, so there was no way for the British to make up their trade deficit until the British East India Company began the trade and smuggling of opium.



Opium is a drug made from a specific type of poppy flower that grew in the British colony in India, among other places. The Chinese had used opium as medicine for centuries, but using it recreationally was illegal. There was, however, a market for recreational opium in China that the British began to exploit by directly importing and smuggling the drug in exchange for silver that they used to purchase tea and other Chinese goods. Many Chinese government officials looked the other way regarding the

trade, or even took bribes to allow it to continue. As the Chinese Emperor realized that many of his people were becoming addicts and that the Chinese supply of silver was shrinking, he appointed Lin Zexu as Imperial Commissioner. Lin quickly began working to ban the sale and use of opium throughout China.

First Opium War

Lin confiscated crates of opium from ships in Guangzhou harbor and arrested almost 2000 opium dealers. After composing a poem apologizing to the creatures and gods of the sea for polluting their home, Lin had the opium mixed with salt and lye and thrown into the ocean. British traders appealed to their own government for restitution, which the British government couldn't afford, so they established a blockade in protest. Lin sent a letter to Queen Victoria, calling out Britain's hypocrisy in forcing a product on the Chinese that was illegal in Britain. The British soon made war on the Chinese to re-establish the opium trade.



The First Opium War (1839-1842) included a strong British advantage in arms, and their modern ships made short work of the old and slow Chinese junks. Additionally, the British captured Qing tax barges in the Yangtze river, cutting off a main source of revenue for their opponents.

Interactive 7.4 The Treaty of Nanking



Take a look at the treaty and answer the questions that follow.

When the Chinese eventually surrendered, the British drew up the terms of the Treaty of Nanjing (1842) in their favor, and leading to this being called one of the “unequal treaties” of the period. Gains made by the British included **most favored nation** status and **extraterritoriality** for its citizens living in China.

The Tai Ping Rebellion

China had a long history of peasant uprisings and groups challenging the power of the emperors, royal family, and nobility. Perhaps the most important of these uprisings was led by Hong Xiuquan, a Chinese Christian who believed God had tasked him with the mission to destroy the Qing Dynasty. Peasants flocked to his cause, and he soon declared a new Chinese Dynasty - Tai Ping Tianguo - where peasants were granted land and women were treated as equals to men. Their beliefs combined ideas from

Christianity, Confucianism, and other ancient Chinese ideas. Much of what the Tai Ping rebels pursued in their rebellion would look quite similar to the goals pursued by the Chinese Communists a century later, such as the holding of property in common.

In 1853, Hong's forces captured the city of Nanjing, and by the late 1850s, held over a third of the country. Realizing the power of the Tai Ping forces, and the potential disruption to their trade profits, the British aided the Qing Dynasty's objective to defeat the rebels. In a brutal and bloody series of battles that cost



millions of dollars and at least twenty million lives, the Tai Ping Rebellion was finally crushed in 1864.



Second Opium War

In the middle of the Tai Ping Rebellion, the Chinese were forced to fight a two-front war; one against their own rebelling people, and another against the British. To make their trading easier, the British began registering the Chinese ships they traded with as British ships. In late 1856, a Chinese captain told British officials

that the Chinese government had seized his ship, imprisoned the crew, and taken down the British flag. When their request was not fully honored, the British attacked Chinese forts in Canton. The British destroyed a number of Chinese ships and again worked their way up the Yangtze to capture cities and forts. The Chinese refused to ratify the Treaty of Tianjin in 1858, leading to additional warfare.

The British asked the United States, Russia, and France to join them against China, with the French playing a large role. Officially, the U.S. was neutral, but they managed to capture four forts with just under 300 sailors. The French joined the British in taking several forts along the waterway to Beijing, leaving the capital city without defenses. To further punish the Chinese, the European allies looted and destroyed the Summer Palace. The Chinese were finally forced to agree to the Treaty of Tianjin, which was amended to include more punitive measures against the Chinese. Additionally, China was forced to open more ports to the west, allow foreign ships to navigate on the Yangtze River, allow foreigners to travel to the interior of China, and let foreign powers to establish embassies in Beijing. The Chinese also had to pay significant bounties of silver (over 180,000 pounds each) to the British and the French, further weakening the Chinese government.

Foreign Influence and Attempts at Reform

Based upon the several treaties ending the Opium Wars, foreign governments began to establish spheres of influence throughout China. The weakened Qing Dynasty could do little to oppose European and Asian powers negotiating with local provincial leaders for additional trade privileges, mining rights, or the authorization to build railroads. The Chinese fought other minor wars in this period, including against the French for control of the Indochinese Peninsula, and against Japan for control of Taiwan and influence in Korea. In 1898, Emperor Guangxu attempted to reform and westernize China in a series of orders known as the Hundred Days Reform. Many Chinese opposed these reforms, believing that foreign influence would lead to the downfall of China. In response, the Empress Dowager Cixi, Guangxu's aunt and former Chinese regent, reclaimed power and ended the reforms.



The Boxer Rebellion

The Society of Righteous and Harmonious Fists arose in the 1890s as a response to both foreign influence in China during the 19th century, and natural disasters such as drought and flooding, especially in Shandong Province. The Society gained the nickname “Boxers” from Westerners observing their martial arts that resembled shadow boxing. The Boxers believed that with proper training and prayer, they could become immune to attacks by cannons and guns. Their mission to “destroy the foreigner” led them to kill Chinese Christians, foreign Christian missionaries, and foreign businessmen. Empress Cixi threw her support behind the Boxers, further angering the foreign governments, resulting in the invasion of China and capture of Beijing by a multinational force including soldiers from eight nations (Austria-Hungary, Britain, France, Germany, Italy, Japan, Russia, and the United States). Cixi accepted the rather generous treaty, guaranteeing that China would not have to give up territory to the foreign powers, but the long-term effect of a century of warfare and rebellion weakened the Qing dynasty enough that it would be overthrown in 1911.

Activity: After reading the articles below, write an essay/create a Venn Diagram that compares/contrasts the Opium War in China to what has happened in more modern times in Afghanistan.

http://www.nytimes.com/2016/02/16/world/asia/afghanistan-opium-heroin-taliban-helmand.html?_r=0

<http://www.newyorker.com/magazine/2007/07/09/the-talibans-opium-war>



Japan

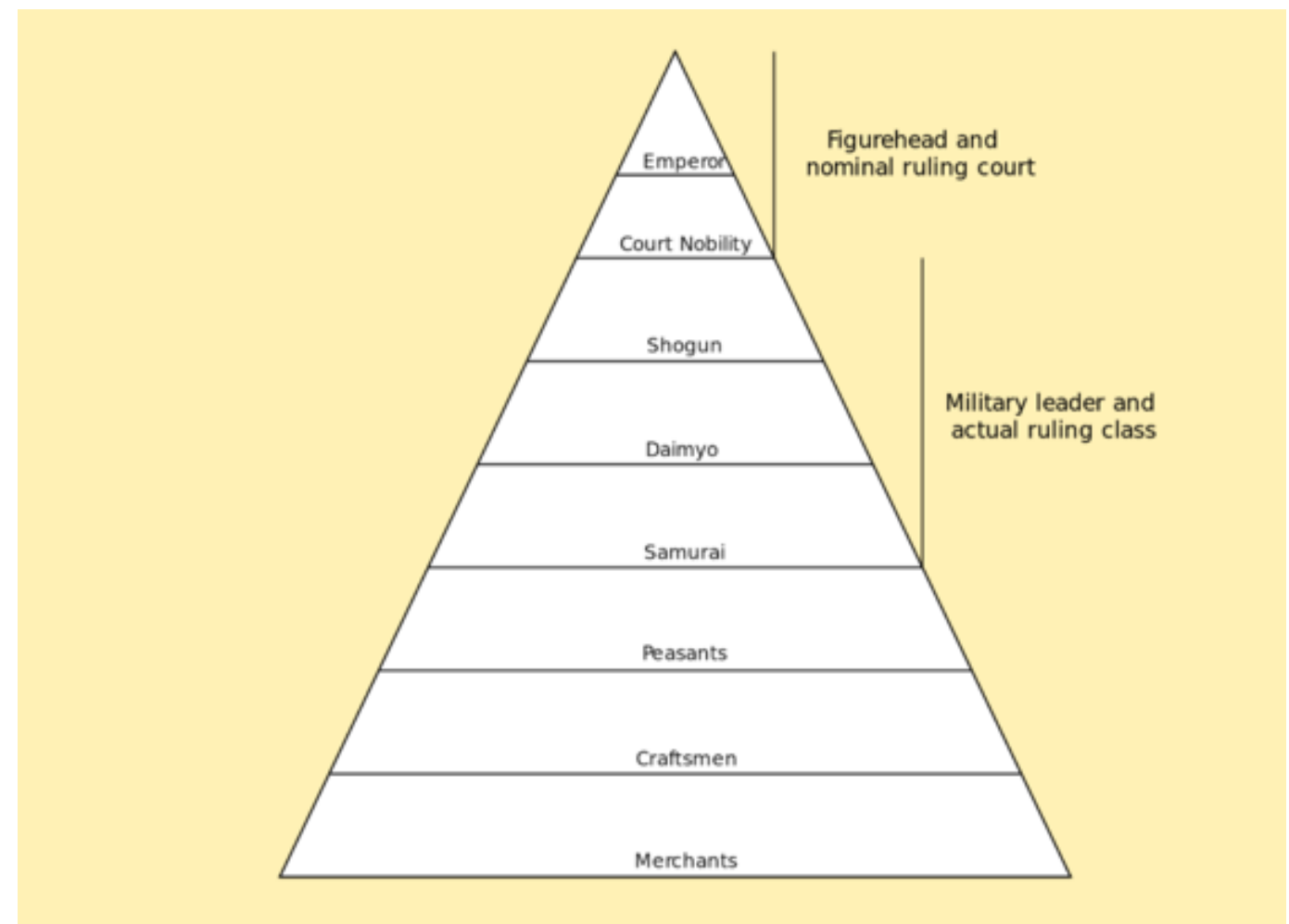
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TERMS, PLACES, PEOPLE

Japanese Feudalism	Prefecture
Tokugawa Shogunate	Shintoism
Shogun	Zaibatsu
Samurai	
Meiji Restoration	
Charter Oath	
Oligarchy	
Daimyo	

Since the 17th century, Japan had been a feudal nation under the rule of the Tokugawa shogunate. The shogunate was named for Tokugawa Ieyasu who took control of Japan in 1603. His descendants continued to rule Japan for over 200 years and closed the nation to outside influence.



The “Opening” of Japan

United States Commodore Matthew C. Perry sailed into Edo (Tokyo) Harbor in the summer of 1853 with a fleet of four ships and an offer from the U.S. government to open relations between the two countries. Perry also brought with him a letter from President Millard Fillmore asking for better treatment of American sailors shipwrecked in Japan, as well as the possibility of trade between the United States and Japan. Perry sent another letter threatening military intervention if the Japanese did not agree.

Interactive 7.5 The Fillmore Letter



Perry sailed on to China only a few days later, but when he returned with a larger fleet six months later, it was enough to intimidate the Japanese into agreeing to the **Treaty of Kanagawa**. This treaty opened two Japanese ports to the West, established a U.S. consulate in Japan, and arranged for humane treatment and return of shipwrecked American sailors. A later treaty negotiated by U.S. Consul Townsend Harris - considered an “unequal treaty” like those negotiated between Europeans and China - opened additional ports, established extraterritoriality, set low import and export duties, and allowed for freedom of religion in the foreign settlements. European nations soon signed similar “unequal treaties” with the Japanese.



Some groups were extremely unhappy with the treaties, especially the samurai in the south of Japan. In 1863, samurai from the territories of Satsuma and Choshu formed an alliance to force the shogun to abandon the treaties with the western nations. In 1868, the alliance attacked the shogun’s palace,

starting the Boshin War, which ended with the surrender of the shogun and the reestablishment of the power of the Emperor.



The Meiji Restoration

The allied samurai realized that restoring the Emperor would not be enough to strengthen Japan against the foreign influence, and that the nation would have to modernize to keep up with the rest of the world. The Emperor took the name Meiji which means “enlightened rule,” so the period is known as the Meiji Restoration. The samurai, knowing there was significant uncertainty among the Japanese people as a result of the overthrow of the Tokugawa Shogunate, wrote up a document that is often considered the first constitution of Japan, called the Charter Oath. This simple document consisting of only five points,

set out the goals for the restoration and described a path forward for Japan in the modern world.

The Charter Oath, 1868

By this oath, we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

1. Deliberative assemblies shall be widely established and all matters decided by open discussion.
2. All classes, high and low, shall be united in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall all be allowed to pursue their own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.

Questions:

1. What do you think the people of Japan thought about this document? Compare the ideas of the samurai, the supporters of the shogun, the peasants, and the merchants.

2. What did the authors mean by “deliberative assemblies” and “open discussion”? Did they intend Japan to be a democracy? Did Japan become a democracy?

Although the language of the oath seemed to proscribe a democratically-elected government, in actuality the samurai leaders of the alliance controlled the nation through an oligarchy. Modernization began with the dismantling of the feudal system - the daimyo were forced to give up their domains and the land was redistributed into prefectures. In most cases the daimyo were allowed to remain as rulers of the prefectures, and were reimbursed for the loss of their lands with government bonds. The hierarchical class system was abolished, and all Japanese people were considered to be equal. Eventually the samurai were banned from wearing their swords, and most entered occupations in the government bureaucracy and other professions. In 1872, a nationally conscripted army was formed, requiring every male to complete three years of military service. The tax system was also reformed; instead of paying a portion of their crops, farmers were required to pay a percentage of the value of their land in cash. This helped the government to fund the variety of reforms, but

was difficult for the peasants in years of poor yield - under the previous system they may have paid no tax if there was a drought and under the new system payment was required regardless of whether or not they made a profit.

The government leadership did adhere to the fifth point of the Charter Oath, and in 1872 traveled to Europe and the United States to study Western government, society, and industry. According to many conservative samurai, reforming Japan along Western lines violated the entire reason for overthrowing the shogun, so they united to actively resist the government. Led by influential samurai Saigō Takamori, the Satsuma Rebellion



engulfed much of the southwestern portion of Japan, and can be considered a civil war in that region. The highly organized, Western-style imperial army, armed with modern guns and artillery, defeated the samurai and their traditional fighting methods after only a few months.

Social and Economic Reforms

Point three in the Charter Oath called for economic freedom and the right to choose one's occupation. Many peasants took advantage of this freedom when they could not afford to pay the higher taxes, and moved to the cities to work in the new industries. The government invested in a number of communication, transportation, and manufacturing enterprises, but soon realized that this was a costly endeavor. In 1880, the government decided to sell the majority of the industries and then promote the establishment of new industries through financial incentives such as tax breaks and subsidies. Eventually, buyers built up extensive monopolies called zaibatsu that came to control much of Japanese industry by the end of the Meiji period.

A national education system was established in 1872, requiring all Japanese to learn not only academic subjects like reading, writing, and mathematics, but also "moral" subjects, such as duty to the emperor, one's community, and one's family. The Meiji Constitution, which went into effect in 1890, created a parliament, but only a small percentage of Japanese were eligible to vote. Japan also revised their criminal and civil codes in order to

persuade the Western powers to renegotiate the "unequal treaties" of the 1850s, which they did in 1894.

Sino-Japanese War, 1894-1895

China had always claimed Korea as a dependent state. In 1876, Japan negotiated a trade treaty with Korea, opening their ports to foreign goods for the first time. Eventually, Korea split into pro- and anti-Japanese factions, and the resulting tension between China and Japan led to public support for increased Japanese intervention in Korea. In 1885, China and Japan negotiated the Treaty of Tientsin, an agreement to remove all troops from Korea and inform each other if they planned to send troops back. When the Korean government requested Chinese support to put down a revolt in 1894, the Japanese felt the treaty had been broken, and they sent troops to Korea who eventually captured the capital and control of the Korean government. The Japanese crushed the Chinese in a naval battle prior to the official declaration of war, and the Japanese were again victorious in the first land battle at Pyongyang.

After inflicting several defeats on their Chinese opponents, the Japanese split their army, sending one into Manchuria and the other toward Port Arthur. Both places fell to the Japanese, who then also captured the port of Weihaiwei in Shantung Province and began an invasion of the Pescadores Islands near Taiwan. An attack on Beijing was planned, but China asked for peace before it could be carried out. China agreed in the Treaty of Shimonoseki

to give the Pescadores, Taiwan, Port Arthur, and the Liaotung Peninsula to Japan and also to pay them a large compensation for their war damages. Concerned over the increased Japanese power in Asia, Germany, France, and Russia combined to force the Japanese to return Port Arthur and the Liaotung Peninsula to China. A later Russian lease of Port Arthur angered the Japanese and laid the groundwork for the Russo-Japanese War at the beginning of the 20th century.

Russo-Japanese War, 1904-1905

Following the Boxer Rebellion in China, Russia occupied Manchuria and Japan occupied Korea. Both nations wished to expand their sphere of influence in East Asia, and planned to use those occupations as a base of operations. In 1904, the Japanese launched a surprise naval attack on the Russian base in Port Arthur. Japanese troops then attacked the Russians in Manchuria and the Liaodong Peninsula. The Russians mobilized their Baltic fleet, sailing from the Atlantic all the way to the Pacific, but suffered an embarrassing defeat by the recently-established Japanese navy. Although they believed themselves to be the most powerful military in the world, the Russians were no match for the Japanese army or navy and were forced to surrender after just over a year and a half.

United States President Theodore Roosevelt acted as a mediator between the two nations, which would earn him the Nobel Peace Prize. In the terms of the peace treaty, Russia had to give the

Liaodong Peninsula back to Japan, agree to recognize the Japanese sphere of influence on the Korean peninsula, and remove their troops from Manchuria. Japan also received the remainder of Russia's lease of Port Arthur and the southern portion of Sakhalin Island.



Activity:

View the video and answer the following questions:

https://www.youtube.com/watch?v=Nosq94oCI_M&index=34&list=PLBDA2E52FB1EF80C9

1. What is John's definition of the modern nation-state?
2. How is public education often seen as part of a nationalizing project?
3. What are some examples of conflicts that gave way to emerging nations?
4. Beginning in 1603 and lasting over 250 years, what was the main government of Japan and what did it offer?
5. What warrior class was an odd feature of the Tokugawa era?
6. What two events rocked Japan and contributed to the crumbling of Tokugawa control in Japan?
7. What steps did a newly-throned Emperor Meiji and his leadership implement in order to unify Japan?

8. How did competition with the West modernize Japan?

QUESTIONS TO GUIDE INQUIRY

1. What were the consequences of political and nationalistic revolutions?
2. What factors contributed to the growth of nation-states and the rise of nationalism?
3. How did the growth of nation-states in Europe differ from that in the rest of the world?
4. How was China weakened by European influence?
5. How did Japan build itself into a world power in a short time?

TERMS, PLACES, PEOPLE

British East India Company	Indian National Congress
Sepoys	Muslim League
Viceroy	
Deforestation	
Ram Mohun Roy	
Purdah	

For more than 200 years, a powerful empire endured in India, governed by Mughal rulers. But by the mid-1700s, the Mughal empire began to collapse due to a lack of strong rulers. Seizing the opportunity to capitalize on political gain, the British, who already had a strong economic relationship within the country, began to increase its power in India. Since the early 1600s, the British East India Company had won trading rights along the fringes of the Mughal empire. 200 years later, by the mid 1800s, the company controlled three fifths of India--both economically and politically.

Actions by the East India Company leads to Rebellion

Exploiting Indian Diversity--The exploitation of India's diversity was one way the British were able to conquer India. As India was home to many people and a wide variety of cultures, society became fragmented as Mughal power declined. Due to such a wide spectrum of languages and traditions, unity against British actions was not possible. The British took advantage of divisions by encouraging competition which led to disunity among the rival princes. When diplomacy and in some instances intrigue proved fruitless, the use of more advanced weaponry by the British overpowered local rulers.

Implementing British Policies

When the East India Company began trading in India in the 1600s, its main goal was economic--to utilize India's natural resources and human capital to make as much money as possible. As a result, many Indian officials grew rich. Simultaneously, the East India Company worked to improve the country's roads, preserve peace, and reduce theft. The British saw efforts by the East India Company as an opportunity to introduce institutional "ways of the west" by introducing Western education as well as political ideology. Additionally, missionaries attempted to convert Indians to Christianity as it was seen as a superior religion. Social change was also a goal of the British as many worked to end slavery and the caste system and to improve the position of women in the family setting. One law that was put into place was the banning of the Hindu custom of sati--an upper class ritual that involved a wife throwing herself on her husband's funeral fire.

Discontent Grows

Starting in the 1850s, the company enacted policies that were very unpopular with the Indian people. First, sepoy, or Indian soldiers who were employed by the East India Company, were required to serve anywhere at the discretion of the company. For high-caste Hindus, overseas travel was seen as an offense against their religion. Second, the company passed a law making it legal for Hindus to remarry which was seen as a blatant attempt

to undermine Hindu beliefs and promote Christian ones. Finally in 1857, the British government issued new rifles to its sepoys. This was a huge problem because the tips of the rifle cartridges had been greased with animal fat. As cows were sacred to Hindus and pigs were forbidden by Muslims, it should have been no surprise that sepoys would refuse to reload their rifles. Troops were then sent home without pay, causing very bad relations between the people of India and the British.

Rebellion and Aftermath

Sepoys rose up against their employers--British officers. Named the Sepoy Rebellion, fighting swept across central and northern portions of India. As several regiments of sepoys marched to the old Mughal capital of Delhi, once there, they proclaimed the last Mughal ruler as their new leader. While many British men, women, and children were massacred throughout India, the British were able to eventually

crush sepoy revolts while instituting a terrible revenge which involved slaughtering thousands of unarmed Indians.

Substantial changes in British policy were enacted as an attempt to move past the bitter legacy of hatred, fear, and mistrust on both sides. In 1858,

Interactive 7.6 The Sepoy Mutiny



[Learn more here!](#)

rule by the East India Company was ended and the British crown ruled India.

British Colonial Rule and its Impact

As the British crown began to rule India, viceroys--a representative who governed in India in the name of the British monarch, were established. Below is a picture of some of India's viceroys.



British officials held top positions in civil service but Indians filled most of the other jobs. But while British officials saw their ruling efforts as attempts to modernize India, not all Indians believed progress in modern practices was necessarily a positive thing.

An Unequal Partnership

For the British, India was seen as both a market for British factory-made goods as well as Indian raw materials such as cotton, jute, and coal to be transported to British factories.

Because of these benefits, the British built roads and railroad networks throughout the country. By 1869, when the Suez Canal opened, trade between Britain and India soared. The partnership, however, was unequal, greatly favoring the British. India's once thriving hand-weaving industry was wiped out once British machine-made textiles flooded India. Additionally, traditionally nomadic herders were shifted to agriculture which included the growing of many types of cash crops that could be sold world wide. Much of the clearing that was done to India's forests resulted in massive **deforestation** throughout the country.

Famine and Substantial Population Growth

Because of new farming methods and medical improvements by the British, increased food production and better healthcare led to rapid population growth. Unfortunately, India's food supply was greatly strained as more and more cash crops were grown in replace of food. To add to its problems, by the late 1800s, terrible famines swept throughout the country.

Benefits to British Rule

Under British rule, India's legal system was revised, promoting justice for all Indians, regardless of class or caste thus restoring peace and order throughout the country. Improved communication and advances in transportation helped reduce regional tensions and increased national unity. Economically,

Indian landowners profited immensely from large exports of cash crops.

A Clash of Cultures

Some upper-class, educated Indians who appreciated British power and technological advances, encouraged fellow Indians to embrace Western progress. Others believed that change for India was through existing Muslim or Hindu cultures.

One Indian who combined both views was Ram Mohun Roy. An Indian scholar who knew many languages, Roy believed that his country could learn from some of the ways of the West. He founded Hindu College in Calcutta, a school educating its students in Western education. Roy used those educated in Western ways to help establish English schools throughout the country.

Roy also worked toward social reform in India by condemning some Indian traditions such as sati, child marriage, and purdah, the isolation of women in separate quarters. However, Roy also worked to revive pride in India's culture by establishing educational societies. Because of the significance of his influence on

Interactive 7.7 Raja Ram Mohan Roy



Learn more here from Google!

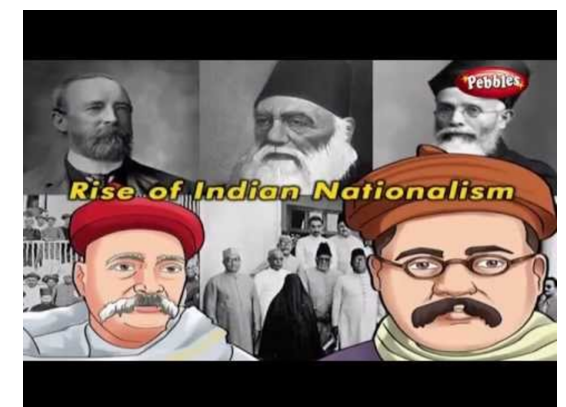
leaders that would come later in India's history, he is often viewed as the founder of Indian nationalism. Check out the short video below to learn more about this important Indian leader.

The Growth of Indian Nationalism

During the years of British rule, it was thought by many, that an elite class of Western-educated Indians would bolster British power throughout the country. This did not happen--by the late 1800s, Indian elites led a nationalist movement with hopes of ending imperial rule.

One of the first steps nationalist leaders felt was necessary to be free of British influence and rule was to establish a political party that would promote independence. In 1885, the Indian National Congress was organized. Becoming known as the Congress party, members were strong proponents of peaceful protest to achieve their goals. While looking forward to eventual self-rule, the Indian National Congress did support Western-style modernization, believing that greater democracy would help bring more power to Indians. To get a sense of the conditions under which the Congress was formed, please view this short clip:

Interactive 7.8 Rise of Indian Nationalism



In the first years of the formation of the Indian National Congress, Muslims and Hindus worked collaboratively to achieve Indian self-rule. Over time, however, Muslims began to resent Hindu domination of the Congress party. Due to fears that a Hindu-dominated government would end up oppressing Muslims, in 1906, Muslims formed the Muslim League to pursue goals that Muslims saw as only pertaining to Muslims. Eventually members of the Muslim League began talking about a separate Muslim state in India.

The European Miracle - A Performance Task

QUESTIONS TO GUIDE INQUIRY

1. What were the consequences of political and nationalistic revolutions?
2. What factors contributed to the growth of nation-states and the rise of nationalism?
3. How did the growth of nation-states in Europe differ from that in the rest of the world?
4. How was China weakened by European influence?
5. How did Japan build itself into a world power in a short time?

Just as you did earlier in the book you will now undertake a performance task where you will view multiple sources and answer sets of questions.

View Crash Course “[Asian Responses to Imperialism](#)” and answer the questions below.

1. Why does John emphasize that when we rely on studying historical texts, we should note the origin, particularly those of European writers?
2. According to historians and Asian intellectuals, what reasons were given for European dominance over Asia?
3. What, if anything from western imperialism, do Asian communities borrow and integrate into their own communities?
4. Why did India struggle with the idea of nationalism?
5. What other factors finally made it possible for Europeans to colonize Asia?
6. What is “rule through and by the natives?”

7. In colonized areas, why might native princes and landowners have put up with European imperialism?

View [200 countries, 200 years, in four minutes: Joy of Stats](#)

Then look at the [Gapminder website](#) to view and manipulate the graph.

Take note of the following:

1. Each country in the world is a bubble.
2. The size of the bubbles represents the population size of the country.
3. The color represents the regions of the world.
4. The vertical axis is the average life span.
5. The horizontal axis is the income per person.
6. Look at the situation in 1800 - most countries are poor and have poor health.
7. Click play and see the progress from 1800 to today.
8. Take note of the income gaps - you can divide most countries into one of three groups:

Low: under \$2000

Middle: \$2000-\$20,000

High: over \$20,000

9. Why are money and health related? Are there exceptions on the graph? Why might countries be unhealthier than those with the same or very similar incomes?

10. Go back to 1800. Why was poor health everywhere, even in the richest countries? Why was the UK the richest in 1800?

11. Replay from 1800 to today. Stop at 1950 and think about the following important changes:

12. Health improved everywhere (What were the important medical advances that happened around this time?)

13. The “catch-up” of the East

14. The boom of the oil-producing countries

15. Stop in the 1980s. What health setback occurred across the world in the early 80s?

16. See if you can find the following major national, regional, or global disasters on the graph:

Irish potato famine

World War I

Spanish Influenza pandemic

The Great Depression

Famine in the Soviet Union

World War II

Famine in China

Cambodian genocide

Rwandan genocide

Asian economic crisis

Now view Niall Ferguson's TED Talk, "[The Six Killer Apps of Prosperity](#)."

Make a list with a short description of the six "apps" he talks about. Ferguson asks some questions in the video that you will revisit below.

You can also consult the PBS website companion to Civilization: [The West and the Rest](#) that gives more information about the six killer apps.

Finally, read the [author interview](#) and [excerpt](#) from Ferguson's book.

Now answer the questions below:

1. Can you delete the apps, and is the West in the process of doing so? Which app do you think is most in danger of being deleted in the United States?

2. Does the sequencing of the download matter? Could Africa, for example, get the sequencing wrong? Do property rights have to precede democracy?

3. Can China do without app #3 (property rights)? Could other developing nations do without another of the apps? Explain which app(s) you think they could do without, and why you think they could achieve prosperity without them.

4. Explain which app you think is most important to achieving the level of prosperity of the United States and other Western nations?