SECTION 1
Scientific Revolution and Enlightenment

SECTION OVERVIEW
In the 1500s and 1600s, the Scientific Revolution changed the way Europeans looked at the world. People began to make conclusions based on experimentation and observation instead of merely accepting traditional ideas. During the 1600s and 1700s, belief in the power of reason grew. Writers of the time sought to reform government and bring about a more just society. Despite opposition from government and church leaders, Enlightenment ideas spread. Some absolute rulers used their power to reform society. Over time, concepts of democracy and of nationhood developed from Enlightenment ideas and contributed to revolutions.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Science and Technology  How did the Scientific Revolution change the way Europeans looked at the world?

Culture and Intellectual Life  How did the Scientific Revolution lead to the ideas of the Enlightenment?

Government  What reforms did Enlightenment thinkers want to bring to government in the 1600s and 1700s?

Change  What impact did the Enlightenment have on Europe?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Scientific Revolution  scientific method  Baron de Montesquieu
Nicolaus Copernicus  René Descartes  Voltaire
heliocentric  natural laws  Jean-Jacques Rousseau
Galileo Galilei  Enlightenment  enlightened despot
Isaac Newton  John Locke  Joseph II

★ THE BIG IDEA
From the 1500s through the 1700s, Europeans:
• experienced the Scientific Revolution, which caused people to change their views about the universe.
• entered the Enlightenment, in which philosophers applied reason to society and government.
• developed ideas about basic human rights and proper government.
• began to consider democratic ideas and the concept of nationalism.
NEW IDEAS ABOUT THE UNIVERSE
Throughout the Middle Ages, European scholars believed that Earth was the center of the universe. This idea was based on Greco-Roman theories and the teachings of the Church. However, European scientists began to think differently in the 1500s. Influenced by the critical spirit of the Renaissance, they questioned the old ideas about the world. This period of change was called the Scientific Revolution.

**Copernicus**
In the mid-1500s, Polish scholar Nicolaus Copernicus challenged the belief that Earth was at the center of the universe. Using mathematical formulas, Copernicus suggested that the universe was heliocentric, or sun-centered. He said that the planets revolved around the sun. Most scholars rejected Copernicus’s theory.

**Galileo**
In the early 1600s, an Italian astronomer, Galileo Galilei, provided further evidence to support the heliocentric theory. He did this by observing the skies with a telescope he had constructed. Galileo’s conclusions caused an uproar because they contradicted Church teachings about the world. Church leaders put Galileo on trial. Threatened with death, Galileo was forced to take back his ideas publicly.

**Newton**
English scholar Isaac Newton built on the knowledge of Copernicus and Galileo. He used mathematics to prove the existence of a force that kept planets in their orbits around the sun. Newton called the force gravity, the same force that made objects fall toward Earth. Newton eventually theorized that nature follows uniform laws.

NEW WAYS OF THINKING

**The Scientific Method**
A new approach to science had emerged by the 1600s. It relied on experimentation and observation rather than on past authorities. This new way of thinking was called the scientific method.

**Descartes and Human Reasoning**
Frenchman René Descartes challenged the idea that new knowledge should be made to fit existing traditional ideas. Descartes emphasized the power of human reason. He believed that reason, rather than tradition, should be the way to discover truth. The ideas of Descartes and other thinkers of the Scientific Revolution paved the way for other changes that would occur in Europe in the 1700s.

SCIENCE AND THE ENLIGHTENMENT
During the Scientific Revolution, scientists used reason to explain why things happened in the physical universe. This success inspired great
confidence in the power of reason. By the early 1700s, writers sought to use reason to discover natural laws, or laws that govern human behavior. By applying the scientific method of investigation and observation, scholars thought that they could solve the problems of society.

This way of thinking led to the Enlightenment, the period in the 1700s in which people rejected traditional ideas and supported a belief in human reason. The belief that logical thought can lead to truth is called rationalism. The Enlightenment introduced new ways of viewing authority, power, government, and law.

LEADING THINKERS OF THE ENLIGHTENMENT

Four of the most influential Enlightenment philosophers were John Locke, Baron de Montesquieu, Voltaire, and Jean-Jacques Rousseau.

Locke

John Locke, an English thinker of the late 1600s, believed that all people possess natural rights. These rights, he said, include the rights to life, liberty, and property. According to Locke, people form governments to protect their rights. If a government does not protect these rights, people have the right to overthrow it.

Montesquieu

In the 1700s, French thinker Baron de Montesquieu wrote that the powers of government should be separated into three branches: legislative, executive, and judicial. This separation of powers would prevent tyranny

PREPARING FOR THE REGENTS

How did the Scientific Revolution prepare the way for the Enlightenment?

PREPARING FOR THE REGENTS

How did Europeans try to apply the scientific method to society?

KEY THEMES AND CONCEPTS

Government Enlightenment thinkers sought to use reason to improve government and society. Although they were able to influence only a few leaders of their day, they created a whole new set of assumptions about the proper use of power, who had authority, and what made up a good and lawful government.

Voltaire Voltaire was a French thinker of the 1700s who believed in free speech. He used his sharp wit to criticize the French government and the Catholic Church for their failure to permit religious tolerance and intellectual freedom.

Rousseau Jean-Jacques Rousseau, another French philosopher of the 1700s, put forth his ideas in a book titled The Social Contract. He believed that people are naturally good but are corrupted by the evils of society, such as the unequal distribution of property. In agreeing to form a government, he felt, people choose to give up their own interests for the common good. Rousseau believed in the will of the majority, which he called the general will. He believed that the majority should always work for the common good.

IMPACT OF THE ENLIGHTENMENT
The ideas proposed by Enlightenment thinkers had a great impact throughout Europe in the 1700s. Greater numbers of people began to question established beliefs and customs. Enlightenment beliefs affected leaders and the development of nations.

Government Censorship
As Enlightenment ideas gained in popularity, government and Church leaders worked to defend the established systems. They started a campaign of censorship to suppress Enlightenment ideas. Many writers, including Voltaire, were thrown into prison, and their books were banned and burned.

Thinkers of the Enlightenment

<table>
<thead>
<tr>
<th>Thomas Hobbes</th>
<th>John Locke</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are greedy and selfish. Only a powerful government can create a peaceful, orderly society.</td>
<td>People have natural rights. It is the job of government to protect these natural rights. If government does not protect these rights, the people have the right to overthrow it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baron de Montesquieu</th>
<th>Jean-Jacques Rousseau</th>
</tr>
</thead>
<tbody>
<tr>
<td>The powers of government should be separated into three branches. Each branch will keep the other branches from becoming too powerful.</td>
<td>In a perfect society, people both make and obey the laws. What is good for everyone is more important than what is good for one person.</td>
</tr>
</tbody>
</table>
Enlightened Despots
Some monarchs accepted Enlightenment ideas. They were known as enlightened despots, absolute rulers who used their power to reform society.

MARIA THERESA  Austrian ruler Maria Theresa implemented several reforms during her reign in the 1700s. She improved the tax system by forcing nobles and the clergy to pay taxes. This measure eased the tax burden on peasants. Maria Theresa also absorbed Enlightenment ideas on education and made primary education available to children in her kingdom.

JOSEPH II  Maria Theresa’s son, Joseph II, continued and expanded many of his mother’s reforms. The most radical of the enlightened despots, Joseph modernized Austria’s government, chose officials for their talents rather than because of their status, and implemented legal reforms. He also practiced religious toleration, ended censorship, and abolished serfdom. However, many of Joseph’s reforms were later overturned.

CATHERINE THE GREAT  Catherine II, who became empress of Russia in 1762, read Enlightenment works and even corresponded with Voltaire and Montesquieu. As a result of her exposure to Enlightenment ideas, Catherine asked for the advice of nobles, free peasants, and townspeople. Never before had Russian citizens been allowed to advise the government. Catherine also built schools and hospitals, promoted the education of women, and extended religious tolerance. Unfortunately, many of Catherine’s reforms were short-lived. Later in her reign, Catherine grew more repressive after a peasant uprising.

Democracy and Nationalism
Enlightenment ideas inspired a sense of individualism, a belief in personal freedom, and a sense of the basic equality of human beings. These concepts, along with challenges to traditional authority, became important in the growth of democracy. Nationalism also grew. As people in a country drew together to fight for a democratic government, strong feelings of nationalism arose. In the late 1700s, Enlightenment ideas would contribute to an age of revolution.

SUMMARY
Beginning in the 1500s, the Scientific Revolution introduced a way of thinking based on observation and experimentation instead of acceptance of traditional authority. These changes inspired intellectuals to apply reason to the study not only of science but also of human society. The thinkers of the Enlightenment used this emphasis on reason to suggest reforms in government and society. Many Europeans, including several monarchs, were influenced by these ideas and sought to change the old order. These changes had an impact on all of Europe as democratic and nationalistic ideas grew and contributed to revolutions.
SECTION 2
Political Revolutions

THE BIG IDEA
Revolution brought change to Europe and the Americas in the 1700s and 1800s.
- People in Britain's 13 colonies applied Enlightenment ideas to the fight for independence from Britain.
- French revolutionaries rebelled against absolute monarchy and reformed the French social order.
- Napoleon spread democratic ideals and nationalism across Europe.
- The revolutionary spirit brought independence to Latin American nations.

SECTION OVERVIEW
In the late 1700s and early 1800s, revolutions shook Europe and the Americas. In North America in 1776, Britain's 13 colonies, inspired by Enlightenment ideals, declared their independence. They then fought the American Revolution to throw off British rule. In France, economic misery and social discontent led to a revolt against the absolute monarchy in 1789. Periods of chaos and reform were followed by the rise of Napoleon Bonaparte. Napoleon built an empire that was short-lived, but his military victories fanned French nationalistic feelings and spread the revolution's ideals. Inspired by the American and French Revolutions, revolutionaries in Latin America threw off Spanish rule.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Culture and Intellectual Life  What role did Enlightenment ideas play in the major revolutions of the late 1700s and early 1800s?
Conflict  Why did the French people rebel against King Louis XIV?
Change  What short-term and long-term effects did the revolutions of the late 1700s and early 1800s have on Europe and the Americas?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Declaration of Independence  coup d'état
Estates General  Napoleonic Code
National Assembly  Toussaint L'Ouverture
Maximilien Robespierre  Simón Bolívar
Napoleon Bonaparte  José de San Martín
THE AMERICAN REVOLUTION

By 1750, the British empire included 13 colonies along the eastern coast of North America. In 1776, the colonies declared their independence from Britain. Britain sent troops to crush the rebellion. However, with the aid of the French as well as the Dutch and Spanish, American forces defeated the British army and gained their independence. In their struggle, the colonists were inspired by Enlightenment ideals and by the traditions of British government. They established a new nation based on representative government and a guarantee of rights and freedoms.

Influence of British Traditions

MAGNA CARTA AND PARLIAMENT The Magna Carta had limited the power of English monarchs. For example, it stated that the king could not raise new taxes without consulting the body that would later become Parliament. The American colonists interpreted this idea to mean that any taxation without representation was unjust. Because colonists had no representative in Britain’s Parliament, they felt that Parliament had no right to tax them. They protested by using the slogan “No taxation without representation.”

ENGLISH BILL OF RIGHTS The English Bill of Rights inspired colonists to fight for the creation of their own bill of rights.

Influence of the Enlightenment

The theories of thinkers such as Locke, Montesquieu, and Rousseau helped inspire the colonists’ opposition to British policies after 1763.

PAINE’S COMMON SENSE Influenced by Enlightenment ideas about a limited, representative government, Thomas Paine wrote in his pamphlet Common Sense that the colonists should no longer be the subjects of a distant monarch. Paine appealed to reason and natural law in his arguments for breaking away from Britain. His ideas were widely read in the colonies in 1776.

THE DECLARATION OF INDEPENDENCE Influenced by Locke and other Enlightenment thinkers, Thomas Jefferson drafted the Declaration of Independence. Jefferson wrote that governments rule only with the consent of the governed and that they should protect the unalienable rights of their citizens. The declaration also stated that people have a right to throw off governments that are unjust and that do not protect their citizens. After listing specific grievances against the British monarch, Jefferson wrote that the colonists were justified in forming their own government, independent of Britain.

THE CONSTITUTION Like the Declaration of Independence, this document reflected the influence of Enlightenment ideas.

- **Social Contract** The Constitution of the United States set up a government by social contract. The government was established by...
KEY THEMES AND CONCEPTS

Government and Change
The United States Constitution contributed to change in other parts of the world. It was a model for many other nations that formed new governments in the years that followed.

Separation of Powers
Influenced by the ideas of Montesquieu, the Constitution created a republic in which power was to be divided between the federal government and the states. In addition, the writers of the Constitution established a government that divided powers among an executive, a legislative, and a judicial branch. Each branch could provide checks and balances on the other branches.

Protection of Rights
The Bill of Rights was added to the Constitution to protect the basic rights of American citizens, including freedom of speech and freedom of religion. The Constitution stated that it was the duty of the government to protect these rights.

Impact of the American Revolution
The American Revolution had a great impact around the world.

- The American republic stood as a symbol of freedom to both Europe and Latin America.
- The United States Constitution created the most liberal government of its time. Other nations would copy the ideas in this document.
- The success of the American Revolution would soon inspire major global changes as other peoples challenged the power of absolute monarchs.

THE FRENCH REVOLUTION

Soon after the American Revolution, a major revolution broke out in France. Starting in 1789, the French Revolution had a deep and lasting impact on France, Europe, and other areas of the world. The French Revolution went through many stages, caused by changes in leadership and shifts in power.

Causes of the Revolution
Political, social, and economic factors combined to bring about the French Revolution.

Absolute Monarchy
On the eve of revolution, France was an absolute monarchy. Under absolutism, most people in France were denied basic rights and any say in government.

Social Inequality
Since the Middle Ages, everyone in France had belonged to one of three social classes called estates. The clergy were the First Estate; the titled nobility composed the Second Estate. These two classes held enormous wealth, did not have to pay taxes, and enjoyed other special rights and privileges. The Third Estate made up most of French society and included a bourgeoisie (middle class), poor city workers, and rural peasants, the largest group. The Third Estate, which resented its heavy tax burden and lack of rights, grew increasingly discontent.
Population and Land Ownership in France, 1789

**ECONOMIC INJUSTICES** The situation in France became worse because of economic conditions in the late 1780s. The government, with its lavish court and expensive wars, spent more money than it earned. This debt added to the tax burden of the Third Estate. Bad harvests in 1789 caused food prices to rise. Peasants and city dwellers often did not have enough to eat and began to riot, demanding bread.

**ENLIGHTENMENT** Through the 1600s and 1700s, Enlightenment thinkers were critical of France's absolute monarchy and called for democratic reforms. Enlightenment ideas led many French to question the traditional way of ordering society. It was not reasonable, they felt, for the First and Second Estates to have privileges at the expense of the Third Estate.

**ENGLISH AND AMERICAN EXAMPLES** England's Glorious Revolution provided an example of how existing authority could be challenged. In addition, the French were inspired by the American colonies' successful fight for liberty and equality in the American Revolution.

**Stages of the Revolution**

**THE REVOLUTION BEGINS** As conditions grew worse in France, demands for reform increased. In 1789, King Louis XVI finally called the Estates General, a body made up of representatives of all three estates, into session. After this, change came swiftly.

- **National Assembly** The Third Estate, the only elected group in the Estates General, declared itself the National Assembly. The National Assembly vowed to write a new constitution for France.
- **Seizure of the Bastille** Working-class people, already rioting over the price of bread, stormed a prison called the Bastille on July 14, 1789. Fighting broke out through city and countryside. In a period known as the Great Fear, peasants attacked nobles and destroyed their homes.
PREPARING FOR THE REGENTS
What influences from the Enlightenment and the American Revolution can you see in the Declaration of the Rights of Man and the Citizen?

The French Declaration of Rights

DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN
- Written in 1789
- Uses American Declaration of Independence as model
- States that all men have natural rights
- Declares the job of government to protect the natural rights of the people
- Guarantees all male citizens equality under the law
- States that people are free to practice any religion they choose
- Promises to tax people according to how much they can afford

- Declaration of the Rights of Man The National Assembly abolished the privileges of the First and Second Estates and adopted the Declaration of the Rights of Man and the Citizen. Based partly on the Declaration of Independence, it contained many Enlightenment ideas.

A LIMITED MONARCHY By 1791, the Assembly had written a constitution. The Constitution of 1791 defined the role and purpose of a new government.
- It set up a limited monarchy and a representative assembly.
- It declared that people had natural rights and that it was the job of the government to protect those rights.
- It put the Church under state control.

News about the French Revolution quickly spread across Europe. Many European rulers and nobles feared that revolutionary ideas would spread to their own countries. They threatened to intervene—with military force, if necessary—to save the French monarchy. In 1792, to fight tyranny and spread the revolution, France declared war on Austria, Prussia, Britain, and several other states.

RADICALS IN POWER The war with the other European nations went badly for France. In 1792, radicals took control of the Assembly, ended the monarchy, and declared France a republic. Their slogan was “Liberty, Equality, Fraternity.” In 1793, the king was executed for treason. This event was followed by a period in France called the Reign of Terror, led in part by Maximilien Robespierre, a radical revolutionary. During this time, tens of thousands of people were executed. Thousands more were put into prison. Within a year, however, the violence turned back on itself. Robespierre himself was executed, and the Reign of Terror ended.
MODERATES RETURN  Beginning in 1795, a five-man “Directory” supported by a legislature held power in France. This government was weak and inefficient. Rising bread prices brought the threat of riots. Into this chaotic situation stepped an ambitious military leader, Napoleon Bonaparte.

Napoleon in Power

HIS RISE TO POWER  When the revolution started, Napoleon Bonaparte was a low-level military officer with dreams of glory. Bonaparte rose in the ranks and won important victories against the British and Austrians. A popular general by 1799, Napoleon helped overthrow the weak Directory in a coup d’état, or revolt by military leaders to overthrow a government. He organized a new government and put himself in charge. Three years later, he took the title “Emperor of the French.” Napoleon now had absolute power. The French people, hoping for stability, supported Napoleon at each step in his rise.

HIS ACHIEVEMENTS  Much of Napoleon’s popularity came from his effective policies.

- Economy  Napoleon controlled prices, supported new industry, and built roads and canals.
- Education  Napoleon established a government-supervised public school system.
- Napoleonic Code  The Napoleonic Code was a legal code that included many Enlightenment ideas, such as the legal equality of citizens and religious toleration.

NAPOLEON’S EMPIRE  From 1804 to 1814, Napoleon ruled an empire. He conquered much of Europe. Napoleon often replaced the monarchs of defeated nations with his friends and relatives.

Napoleon in Europe, 1812

PREPARING FOR THE REGENTS
How did Napoleon gain popularity and rise to power?

KEY THEMES AND CONCEPTS
Power  Despite Napoleon’s reforms, order and authority were still higher priorities for him than individual rights. The Napoleonic Code included many Enlightenment ideas, such as the equality of citizens under the law. However, it also undid some reforms of the revolution, such as rights that had been granted to women.
Of the European powers, only Britain and Russia remained beyond Napoleon’s reach. Britain was shielded from French troops by a powerful navy and the English Channel.

**Napoleon’s Fall**  Napoleon’s empire began to crumble for several reasons. First, most people in conquered states looked on Napoleon’s armies as foreign oppressors. Inspired by nationalism, people across Europe revolted against French rule.

Another factor was Napoleon’s invasion of Russia in 1812. As Napoleon’s armies invaded from the west, the Russians retreated eastward. The “scorched earth” policy of the Russians, in which they burned crops and villages as they retreated, left the French troops hungry and cold. Most of Napoleon’s army was lost during the long Russian winter.

The following year, an alliance of Russia, Britain, Austria, and Prussia defeated Napoleon, forcing him to step down in 1814. Napoleon returned to power in 1815, but the British and Prussians defeated him at the decisive Battle of Waterloo. This battle ended Napoleon’s reign, and he lived the rest of his life in exile.

**Effects of the French Revolution**

The French Revolution and the reign of Napoleon transformed both France and Europe in many ways.

**Democratic Ideals**  Napoleon’s conquests spread the ideals of democracy throughout Europe. Groups struggled to achieve the goals of the French republic: “Liberty, Equality, Fraternity.” People wanted liberty from absolute monarchs and unjust governments. They pursued equality by opposing social inequality and injustice. They expressed fraternity, or brotherhood, by working together for a common cause.

**Nationalism**  Among the French, the revolution and the conquests of Napoleon inspired feelings of national pride. This pride and sense of
national identity replaced earlier loyalty to local authority and the person of the monarch.

The conquests of Napoleon also increased nationalistic feeling across Europe and around the world. His conquests had a part in the eventual unification of both Italy and Germany. His weakening of Spain led to the Latin American independence movements.

**LATIN AMERICAN INDEPENDENCE MOVEMENTS**

In the late 1700s, Enlightenment and revolutionary ideas spread from Europe and the United States to Latin America. Educated Latin Americans read works by Enlightenment writers. They debated about political and social reform. Thomas Jefferson’s Declaration of Independence and the Constitution were eagerly read. The success of the American Revolution showed that foreign rule could be thrown off. Latin Americans also were inspired by what the French Revolution had accomplished. Beginning in the 1790s, they struggled to gain independence as well as other rights and freedoms.

**Toussaint L’Ouverture**

The French colony of Haiti was the first Latin American colony to revolt against European rule. In Haiti, French planters owned large sugar plantations. Here nearly half a million enslaved Africans lived and worked in terrible conditions. Moreover, the French gave few rights to free mulattoes (persons of mixed ancestry) living on the island.

In 1791, a self-educated former slave named Toussaint L’Ouverture led a revolt. Toussaint was familiar with the works of the Enlightenment thinkers and wanted to lead his people to liberty. Toussaint proved to be an effective military leader and gained control of much of the island. Haitian slaves won their freedom in 1798.

In 1802, Napoleon sent an army to Haiti to reestablish French dominance. Toussaint led a guerrilla war to gain Haitian independence. The French captured Toussaint, but yellow fever took a heavy toll on their forces. In 1804, Haitians declared their independence. Napoleon then abandoned the island. Haiti became a republic in 1820.

**Simón Bolívar**

In South America in the early 1800s, an educated creole named Simón Bolívar led resistance movements against the Spanish. Bolívar had become an admirer of Enlightenment ideas and the French Revolution during a stay in Europe. He was also inspired by the American Revolution. He vowed to fight Spanish rule in South America. Called “the Liberator,” Bolívar became one of the greatest Latin American nationalist leaders of this period.

**STRUGGLE FOR INDEPENDENCE**

In 1810, Bolívar started his long struggle against the Spanish. Over the next 12 years, he led a series...
PREPARING FOR THE REGENTS

Describe the effects of the American and French Revolutions on independence movements in South America.

KEY THEMES AND CONCEPTS

Change The revolutions of the late 1700s and early 1800s had several lasting effects. These included the creation of the United States, the spread of nationalism and democratic ideals, and the establishment of independent republics in Latin America.

DIFFICULTIES AHEAD Despite his victories against the Spanish, Bolívar failed in his attempt to create a large, united Latin American state. Spain’s former empire thus became divided into a number of separate independent states. These nations faced a long struggle to gain stability, achieve social equality, and eliminate poverty.

SUMMARY

Enlightenment ideas about natural rights and rejection of absolutist authority inspired major revolutions in the late 1700s and early 1800s. Colonists in America declared independence from Britain in 1776 and created a government based on the ideas of Locke and Montesquieu. Influenced by the American Revolution, revolutionaries in France overthrew the monarchy and created a new social order. Napoleon helped spread revolutionary ideals across Europe. Both the American and French Revolutions contributed to revolutions in Latin America in the early 1800s. Leaders such as Toussaint L’Ouverture and Simón Bolívar led popular movements to overthrow European rule.
SECTION OVERVIEW
After the French Revolution, there was a reaction against revolutionary ideals. In 1815 at the Congress of Vienna, the leaders of the nations of Europe restored the old monarchies. In the following decades, conflicts between revolutionary ideals and the desire to maintain the old order would cause uprisings and repression. Although some reforms slowly took hold in Western Europe, absolutism remained strong in Russia. In Latin America as well, democratic reforms were slow to develop. In the early 1900s, however, Mexico experienced a political and social revolution accompanied by the growth of nationalistic feelings.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Power  How did leaders react to revolutionary ideas in Europe after the French Revolution and the reign of Napoleon?

Political Systems  What barriers to reform existed in Russia and Latin America in the 1800s?

Change  What reforms occurred in Mexico in the early 1800s?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Congress of Vienna  Russification
Prince Clemens von Metternich  pogrom
balance of power  oligarchy
conservatism  caudillo
liberalism  cash crop economy
nationalism  Porfirio Diaz

THE BIG IDEA
After the French Revolution, there was a reaction against revolutionary ideals.

- Conservative leaders at the Congress of Vienna opposed such ideals.
- New uprisings across Europe were largely unsuccessful.
- Russian czars remained absolute rulers.
- Reform movements faced difficult obstacles in Latin America.
THE CONGRESS OF VIENNA

After Napoleon's defeat, European diplomats met at the Congress of Vienna in 1815 to devise a peace settlement. As a result of the meeting in Vienna, European leaders agreed to restore order and stability to Europe.

**Key Participants and Their Views**

Representatives of four important nations brought differing ideas and aims to the Congress of Vienna.

- **Prince Clemens von Metternich** of Austria, the dominant figure at the conference, wanted to restore Europe to the way it was before the French Revolution.
- Alexander I of Russia wanted to create an alliance of Christian monarchs to suppress future revolutions.
- Lord Castlereagh of England wanted to prevent France from rebuilding its military forces.
- Maurice Talleyrand of France wanted to obtain equal footing for France with the rest of the nations.

**Balance of Power and Restored Monarchs**

Despite their sometimes different goals, the leaders at the Congress of Vienna accomplished a great deal. Much of what the leaders did at the Congress of Vienna occurred for two reasons. First, they wanted to establish a **balance of power**, or a distribution of military and economic power that prevents any one nation from becoming too strong. They also wanted to restore power to monarchs. The Congress of Vienna was the first of many reactions in Europe against the revolutionary ideas of the 1700s and 1800s. It was also a victory for conservatives. **Conservatism** was a set of beliefs held by those who wanted to preserve traditional ways. As conservatism clashed with the ideals of the French Revolution, revolutions would occur throughout Europe and Latin America.

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### The Congress of Vienna

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>To prevent France from going to war again</td>
<td>Strengthen countries around France&lt;br&gt; • Add Belgium and Luxembourg to Holland to create the kingdom of the Netherlands&lt;br&gt; • Give Prussia lands along the Rhine River&lt;br&gt; • Allow Austria to take control of Italy again</td>
</tr>
<tr>
<td>To return Europe to the way it was in 1792, before Napoleon</td>
<td>Give power back to the monarchs of Europe</td>
</tr>
<tr>
<td>To protect the new system and maintain peace</td>
<td>Create the Concert of Europe, an organization to maintain peace in Europe</td>
</tr>
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</table>
NEW REVOLUTIONS IN EUROPE

The Vienna settlement helped to maintain peace among nations in Europe for almost 100 years. Revolutions did occur within nations, however. Revolutionaries were not happy with the results of the Congress of Vienna. They opposed the Congress's policy of trying to restore Europe to the way it had been before the French Revolution.

Causes

Revolts occurred in many places across Europe from the time of the Congress through about 1850. There were two main causes of these revolutions.

- **Liberalism** People opposed the power of monarchs and sought democratic reforms.
- **Nationalism** People wanted independent nation-states that were free from foreign rule.

Revolutions of 1830

Several revolutions occurred in the 1830s.

- **France** The restoration of the Bourbons, the ruling family in France, by the Congress of Vienna led to attempts to restore absolutism in France. However, Bourbon monarch Charles X was toppled by a revolt in 1830 and replaced by Louis Philippe.
- **Belgium** Revolutionaries demanded independence from the Dutch. Belgium gained independence in 1831.
- **Italy** The Congress of Vienna had divided Italy among several ruling families, including those of Austria and France. In the 1830s, revolutionaries in northern Italy rose up to throw off foreign domination. They were put down by Austrian troops.
- **Poland** Most of Poland was under Russian rule. In 1830, nationalists in Poland staged an uprising. They failed to gain widespread support, however, and were eventually crushed by Russian forces.

Revolutions of 1848

Additional revolutions occurred in 1848.

- **France** King Louis Philippe's government was denounced as corrupt, prompting another revolution in 1848. Louis Philippe stepped down, and a republic was established. Within months of the uprising, upper- and middle-class interests gained control of the government and violently put down a workers' rebellion in Paris. The fighting left bitter feelings between the working class and the middle class.
- **Austrian Empire** When students revolted in Vienna in 1848, Metternich tried to suppress them. He resigned when workers rose up to support the students. As revolution quickly spread to other areas of the empire, the Austrian government agreed to certain reforms. However, the Austrian army soon regained control, and many revolutionaries were imprisoned, executed, or sent into exile.
PREPARING FOR
THE REGENTS
Use your map skills to tell which areas gained independence between 1830 and 1831.

KEY THEMES AND
CONCEPTS
Power Many of the revolutions of 1848 failed because of lack of support, disputes among the revolutionaries, and powerful government resistance.

- Italy and Germany Rebellions in Italy were successful just for short periods of time. In Germany, student protesters who were backed by peasants and workers demanded reforms. Although an assembly was formed, it was later dissolved as the revolutionaries turned on each other.

Impact of the Revolutions
The revolutions that occurred in 1830 and 1848 frightened many of Europe’s rulers. As a result, some agreed to reforms. For the most part, however, the revolts of 1830 and 1848 failed. There were several reasons for these failures.

- Most revolutionaries did not have widespread support.
- Sometimes the revolutionaries themselves were divided.
- Powerful government forces often crushed the revolts.

ABSOLUTISM IN CZARIST RUSSIA

Impact of the French Revolution
While the countries of Western Europe were profoundly changed by the French Revolution, Russian czars strove to keep the ideals of the French
Revolution—liberty, equality, and fraternity—from reaching their people. Unlike the countries of Western Europe, Russia changed very little throughout the 1800s.

**Political Conditions**

Russian czars resisted reforms, fearing that change would weaken their control. Czars refused to introduce elements of democracy into their societies, although democratic ideas were gaining strength in Western European countries at that time.

**Social Conditions**

**A FEUDAL SOCIETY**  Russia had a rigid feudal social structure. Landowning nobles were powerful and resisted any change that would weaken their position. The middle class was too small to have any influence. Although serfdom had gradually disappeared in Western Europe by the 1700s, it had continued in Russia. Serfs were bound to the land, and the owner of the land had almost total power over the serfs who worked it.

**FREEING OF THE SERFS**  Russia became involved in the Crimean War after trying to seize Ottoman lands along the Danube. Russia suffered a defeat in this war, making its leaders aware of the country’s need to modernize and industrialize. Demands for reform, including freedom for the serfs, followed.

In 1861, during the reign of Alexander II, the serfs were freed. Freeing the serfs brought problems, however. Former serfs had to buy the land they had worked, and many were too poor to do so. Even those who could buy land often did not have enough to support their families. Discontent continued.

Many freed serfs moved off their land and into the cities, where they took jobs in industries. These freed serfs were sometimes part of the pressure for reform in Russia.

**RUSSIFICATION**  Russia, as a vast empire, contained many ethnic minorities. The czars aimed to maintain tight control over these people as well as to encourage feelings of Russian unity. This policy of Russification was an attempt to make all groups think, act, and believe as Russians.

For example, Russian czar Alexander III persecuted non-Russians, including Poles, Ukrainians, and Armenians. He insisted on one language, Russian, and one church, the Russian Orthodox Church. Alexander also persecuted Jews, restricting the jobs they could have and even where they could live. These policies encouraged violent attacks on Jews, called pogroms. The authorities stood by and watched as the homes of Jews were burned and their businesses looted.

**Imperialism in Asia**

In the 1700s, Russia had expanded to the Baltic Sea, to the Black Sea, and into Eastern Europe, occupying much of Poland. The Russians also
expanded eastward across Siberia and beyond the Bering Strait, into Alaska. During the early 1800s, the Russians began their practice of exiling convicts to Siberia. Czars in the 1800s added lands in central Asia. This territory gave Russia the largest and most diverse empire in Europe and Asia. The construction of the Trans-Siberian Railway, begun in the 1890s, extended Russian economic and political control over the region.

**INSTABILITY IN LATIN AMERICA**

As you have learned, revolutionaries in Latin America had thrown off Spanish rule in the early 1800s. Life, however, did not improve for most people after they achieved independence. Revolts and civil wars broke out while poverty and prejudice continued. Many factors made it difficult for Latin American nations to benefit from the revolutions that had occurred.

**Geographic Barriers**

The Latin American nations that gained independence in the 1800s covered a vast area, from Mexico to the southern tip of South America. This area included numerous geographic barriers, such as the Andes Mountains, that hindered attempts at creating a unified Latin America. Fights between various leaders and nationalistic feelings within different groups also kept Latin Americans from uniting.

**Social Injustice**

Despite the establishment of Latin American republics with constitutions, democracy did not follow. One problem was that the colonial class structure remained largely intact. Creoles replaced peninsulares as the ruling class, and land and wealth remained in their hands. This kind of system, in which ruling power belongs to a small, powerful elite, is known as an **oligarchy**. Mestizos, mulattoes, Indians, and Africans gained few rights and still faced racial prejudice. Most had to work as peasants on the large estates of the landowners.

**Military Rulers**

Because of the strong rule that colonial empires had exerted in Latin America, people of these countries had little experience with self-government. Local military strongmen called **caudillos** put together their own armies and challenged central governments. Some caudillos were strong enough to gain control of governments. These dictators were repressive, usually ignoring existing constitutions. Their policies usually favored the upper class.

**Power of the Church**

The Roman Catholic Church had acted as a stabilizing influence in Latin America. It also promoted education. But the Church had an interest in preserving the old order in Latin America. As in colonial days, the
Church still owned large amounts of land. Liberals in Latin America hoped to end the Church’s power over education and reduce its vast landholdings.

**Economic Problems**

**CASH CROP ECONOMIES** Under colonial rule, Latin American economies had become dependent on trade with Spain and Portugal. Latin Americans relied on a cash crop economy. The colonies sent raw materials such as sugar, cotton, and coffee to Europe and had to import manufactured goods. Dependence on just one crop or even a few crops makes a nation’s economy very unstable. If a drought or crop failure occurs, or if prices for the products fall, the economy can be devastated.

**ECONOMIC IMPERIALISM** In the mid-1800s, some Latin American economies began to grow. Foreign investment allowed them to develop mining and agriculture. Foreigners also invested in transportation improvement, such as the development of ports and the building of railroads. Even so, there were few benefits for the majority of Latin Americans. The rigid class structure limited economic gains to the few at the top of the social structure. In general, only the upper classes and the foreign investors profited.

**THE MEXICAN REVOLUTION (1910–1930)**

**Causes**

General Porfirio Díaz ruled Mexico as a dictator in the late 1800s and early 1900s. Díaz brought economic advances to Mexico. Railroads were built and industry grew. However, the wealth went to a small upper class as well as to foreign investors. The rule of Díaz, who brutally suppressed opposition, left most Mexicans uneducated, landless, and poor. In 1910, the discontent boiled over into a revolution that forced Díaz from power.

**Key Figures**

No one person led the revolution. Several local leaders gathered their own armies, destroying railroads and estates.

- Emiliano Zapata, an Indian, was one of the most famous leaders. He led a large peasant revolt in the south, calling for land reform.
- Francisco “Pancho” Villa, a rebel leader in the north, won the loyalty of a large number of peasants. When the United States supported the Mexican government against Villa, conflict erupted across the border between Villa and the United States government in 1916.
- Venustiano Carranza was elected president of Mexico in 1917. He approved a new constitution that, with amendments, is still in force today.
KEY THEMES AND CONCEPTS

Nationalism In Mexico, nationalism had economic and cultural aspects. Mexicans wanted to end their economic dependence on foreign powers. They also wanted to show their pride in Latin American culture.

Effects of the Revolution

THE CONSTITUTION OF 1917 The new constitution agreed to by Carranza in 1917 called for land reform, gave the government control of Church estates, and guaranteed more rights to workers and to women.

SOCIAL REFORMS Reforms were eventually carried out in the 1920s, making Mexico the first Latin American nation to achieve social and economic reform for the majority of its people. For example, the government set up libraries and schools. Some Indian communities were given the opportunity to regain land that had been taken from them in the past.

ECONOMIC NATIONALISM Mexico, along with other countries of Latin America, experienced strong feelings of nationalism in the early 1900s. Much of the nationalistic spirit was aimed at ending economic dependence on industrial powers. Mexico became determined to develop its own economy. The Mexican government brought industries under government control or took over foreign-owned industries.

CULTURAL NATIONALISM In the 1920s and 1930s, nationalistic feeling caused writers in Mexico and other parts of Latin America to reject the influences of Europe. They began to take pride in Latin American culture, which displayed a mixture of Western European and Indian traditions. In Mexico, mural painting, which had been a common art form in the Aztec empire, was revived. Muralists such as Diego Rivera and José Clemente Orozco created works of great beauty. Many showed the struggles of the Mexican people for freedom.

SUMMARY

After the defeat of Napoleon, conservative leaders sought to suppress the ideas of the French Revolution and restore monarchy. In 1830 and 1848, uprisings against the old order occurred all across Europe. Although these revolts were mostly unsuccessful, the ideals behind them continued to have an impact on Europe. In Russia and in Latin America, numerous barriers to reform existed. In Mexico, however, reforms took place that benefited the majority of the population.
SECTION OVERVIEW
During the French Revolution, people in France expressed great pride in their nation. Nationalism later spread to other peoples, inspiring uprisings across Europe and in Latin America. In the 1860s, nationalism led to the unification of Italy. By 1871, Germany had also united. Outside Europe, nationalist movements took root in India, Turkey, and elsewhere. Among Jews, a movement arose to create a separate Jewish state in Palestine. As the 1800s drew to a close, nationalistic forces created tensions in the Balkans that set the stage for a world war.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Nationalism  How did nationalism cause revolutions?
Nation-State  How did nationalism lead to the creation of nation-states in Italy and Germany?
Change  How did nationalism affect Indians, Turks, and Jews?
Diversity  How did nationalism cause conflict in the Balkans?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Giuseppe Mazzini  Zionism
Count Camillo Cavour  Indian National Congress
Giuseppe Garibaldi  Muslim League
Otto von Bismarck  Young Turks
kaiser  Pan-Slavism

THE BIG IDEA
The force of nationalism:
- inspired revolutions in Europe and Latin America.
- led to a united Italy and a united Germany in the late 1800s.
- arose among Indians, Turks, and Jews.
- created conflict in the Balkans by the early 1900s.
NATIONALISM AND REVOLUTION

As you have learned, nationalism is a feeling of strong devotion to one’s country. This feeling often develops among people who share a common language and heritage. Nationalism played an important role in political revolutions of the 1800s.

Revolution and war in the 1790s created a strong sense of national unity in France. This feeling inspired French armies to battlefield success as they sought to spread the ideals of their revolution. Napoleon also inspired nationalism among the nations he conquered. However, nationalistic feelings encouraged conquered peoples to rise up against Napoleon. In the years following the French Revolution, nationalism led to upheaval in Europe and elsewhere.

- **Greece** In 1821, nationalists in Greece revolted against the Ottoman empire. Britain, France, and Russia gave support to Greece. By 1830, Greece was independent.
- **Poland** Nationalists in Poland revolted in 1830, but their revolution was crushed by Russian forces.
- **Belgium** Nationalists in Belgium, who wanted to separate themselves from the Dutch, won independence in 1831.
- **Revolutions of 1848** In 1848, revolutions occurred in parts of the Austrian empire, Italy, and Germany. Throughout the continent of Europe, people sought to develop unified, independent nation-states.
- **Latin America** In the late 1700s and early 1800s, feelings of dissatisfaction led to a number of independence movements that ended European rule throughout Latin America. After gaining independence in the 1800s, groups in Latin America developed into many separate nation-states.

**Nationalism Changes the Map of Europe**
UNIFICATION MOVEMENTS IN EUROPE

Nationalistic feeling became an increasingly significant force for self-determination and unification in Europe.

**Italy**

Ever since the Roman empire had fallen in the 400s, Italy had been divided into many small states. After Napoleon invaded Italy, he united some of the Italian states into the Kingdom of Italy. The Congress of Vienna, however, redidnited Italy and put much of it under Austrian or Spanish control.

The three great leaders of Italian nationalism were Giuseppe Mazzini, Count Camillo Cavour, and Giuseppe Garibaldi. Giuseppe Mazzini formed the Young Italy national movement in 1831, but he was exiled for his views. His writings and speeches provided inspiration to the nationalist movement, however. Count Camillo Cavour, prime minister of the Italian state of Sardinia, shrewdly formed alliances with France and later with Prussia. He used diplomacy and war to drive Austrian power from Italy. Giuseppe Garibaldi was a soldier who led the forces that won control of southern Italy and helped it to unite with the north. By 1861, Victor Emmanuel of Sardinia was crowned king of a united Italy. Rome and Venetia, at first not part of Italy, were included by 1870.

With no tradition of unity, the new nation faced conflicts. The urban north quarreled with the rural south. Also, the Catholic Church resisted the new government. Despite economic growth, unrest grew in the late 1800s.

**Germany**

Another national unification movement occurred in Germany. In the early 1800s, most German-speaking people lived in small states, to which they felt loyalty. During Napoleon’s conquests, feelings of nationalism stirred in those Germans who wanted to be free of French rule. After Napoleon’s defeat in 1815, some nationalists called for a united Germany. Metternich, however, blocked this idea at the Congress of Vienna.

**THE RISE OF PRUSSIA**  In the 1830s, Prussia set up a trade union among German states called the Zollverein. This agreement ended trade barriers between the states and was a step toward unity. More important, it established Prussia as a leader among the states.

In 1862, Otto von Bismarck was appointed chancellor of Prussia. Over the next decade, Bismarck, a strong and practical leader, guided German unification. Bismarck was not driven by a feeling of German nationalism, however. His loyalty was to the Prussian king. Unification was merely a means for him to make the Prussian king the ruler of a strong and united German state.
"BLOOD AND IRON"  Bismarck believed that the only way to unify Germany was through a policy he called "blood and iron." Bismarck had no faith in speeches and representative government. He believed that the only way to unite the German states was through war. In seven years, Bismarck led Prussia into three wars. Each war increased Prussia's prestige and moved the German states closer to unity.

- **Danish War**  In 1864, Prussia allied with Austria to seize land from Denmark.
- **Austro-Prussian War**  In 1866, Prussia turned against Austria to gain more land. Prussia overwhelmed Austria in just seven weeks. Several German states were united with Prussia in the North German Confederation.
- **Franco-Prussian War**  In 1870, Bismarck used nationalism and the bitter memories of Napoleon's conquests to stir up support for a war against France. Prussia and its German allies easily defeated France. During the war, southern German states agreed to unite with Prussia.

In 1871, the German states united under the Prussian king, William I. As their ruler, William called himself the kaiser, a title that was derived from the name Caesar and meant "emperor."

**ZIONISM**

The rise of nationalism in Europe had led to an intensification of anti-Semitism in the late 1800s. As citizens grew more patriotic about their own nations, they often grew more intolerant of those whom they saw as outsiders, including Jews. The pogroms that occurred in Eastern Europe and Russia are one example of this trend.

As anti-Semitism grew in Europe, some Jews moved to Palestine, the ancient Jewish homeland, buying land that they organized into farming communities. A Jewish journalist named Theodor Herzl became alarmed by the strong anti-Semitism he witnessed in France. In 1896, Herzl called for Jews to establish their own state. Herzl's writings helped to build Zionism, the movement devoted to building a Jewish state in Palestine. In 1897, he organized the first world congress of Zionists, which met in Switzerland. Herzl's dream of an independent Israel was realized a little more than 50 years later.

**NATIONALISM IN ASIA**

National movements were also at work outside of Europe.

**India**

Since the 1700s, the British had maintained control of the Indian subcontinent. Under British rule, nationalistic feelings began to stir among Indians, especially those who had been educated in the West. As
Indian students learned about democracy and natural rights, they called increasingly for self-rule.

**INDIAN NATIONAL CONGRESS** In 1885, nationalist leaders in India formed the Indian National Congress, which became known as the Congress party. This group was made up mainly of Hindu professionals and business leaders. At first, the Congress party called merely for equal opportunity to serve in the government of India. They called for greater democracy and western-style modernization, looking ahead to self-rule.

**MUSLIM LEAGUE** Initially, Muslims and Hindus cooperated in their campaign for self-rule. However, Muslims grew distrustful of the Indian National Congress because the organization was mostly Hindu. The increasing strength of Hindu nationalism alarmed Muslims. In 1906, Muslim leaders formed the Muslim League to protect their own rights and interests. They even talked about setting up a separate Muslim state. After World War I, calls for Indian self-rule increased, followed by demands for independence. This goal would finally be achieved in 1947.

**Turkey**

In the 1800s, the multinational Ottoman empire faced challenges from the various ethnic groups in the empire.

**YOUNG TURKS** A group of liberals in the 1890s established a movement called the Young Turks. This group wanted to strengthen the Ottoman empire and end the threat of western imperialism. In 1908, they overthrew the sultan and took control of the government.

**THE ARMENIAN MASSACRE** The Young Turks supported Turkish nationalism. They abandoned traditional Ottoman tolerance of diverse cultures and religions. Muslim Turks turned against Christian Armenians who were living in the Ottoman empire. Accusing the Armenians of plotting with Russia against the Ottoman empire, the Turks unleashed a massacre that resulted in the death of over a million Armenians over the next 25 years.

**NATIONALISM AND CONFLICT IN THE BALKANS**

Nationalism was a source of conflict in the Balkan peninsula of southeastern Europe. In the 1800s, the Ottoman empire still ruled much of the area, which was home to many groups. Among these were Serbs, Greeks, Bulgarians, and Romanians. During the 1800s, nationalist groups in the Balkans rebelled against foreign rule. From 1829 to 1908, Greece, Montenegro, Serbia, Romania, and Bulgaria all gained their independence.

The nations of Europe viewed the Ottoman empire as "the sick man of Europe." They hoped to gain land from the Ottoman empire. Russia,
PREPARING FOR THE REGENTS
How has nationalism been a force that divides as well as a force that unifies? Give examples to support your answer.

PREPARING FOR THE REGENTS
Practice your map skills by listing the nationalities that existed in the Ottoman empire in 1870.

PREPARING FOR THE REGENTS
By the 1800s, the Ottoman empire was becoming weaker. How did European nations react to the decreasing power of the Ottomans?

Preparation for the Regents
Choose one of the regions discussed in this section. Explain how nationalism remains a force in that region today.

Austria-Hungary, Britain, and France all entered into alliances and wars that were designed to gain territory from the Ottoman empire.

Russia sponsored a nationalistic movement called Pan-Slavism, based on the idea that all Slavic peoples shared a common nationality. Serbia had a large Slavic population and was supported by Russia. Austria-Hungary, however, feared Serbian nationalism and angered Serbia by taking control in 1908 of two provinces that would have given Serbia access to the Adriatic Sea.

In the early years of 1900, crisis after crisis broke out on the Balkan peninsula. By 1914, the Balkans were the “powder keg of Europe.” Tensions soon exploded into a full-scale global conflict: World War I.

SUMMARY
Starting in the late 1700s, nationalism became a major force that helped inspire uprisings across Europe and Latin America. In the mid-1800s, nationalism led to the creation of two strong, united nations: Italy and Germany. Nationalistic sentiments also spread among Indians, Turks, Jews, and other peoples. Nationalism did not always draw people together, however. In the early 1900s, nationalism created conflicts in southeastern Europe that drove the continent to the brink of war.
SECTION OVERVIEW
Starting around 1750, Europe experienced a series of major changes. They began with improvements in farming that led to an increase in population. These changes contributed to the Industrial Revolution. With the Industrial Revolution, social classes, people’s roles, working conditions, and city life changed greatly. When the new conditions led to problems, differing thinkers wanted to solve them in different ways. Some groups emphasized the rights of individuals. Socialists and others stressed the needs of society as a whole. A period of reforms followed. By the early 1900s, the world had changed even more: Global migration occurred and movement toward a global economy accelerated.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Change  What changes occurred during the Agrarian Revolution?
Science and Technology  What role did technology play in the Industrial Revolution?
Economic Systems  What economic and social developments occurred as part of the Industrial Revolution?
Political Systems  What parliamentary reforms came about as a result of the Industrial Revolution?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Agrarian Revolution  laissez faire  Thomas Malthus
enclosure  Adam Smith  socialism
Industrial Revolution  liberalism  Karl Marx
factory  conservatism  suffrage

THE BIG IDEA
In the 1700s and 1800s in Europe:
• the Agrarian Revolution led to population growth.
• the Industrial Revolution eventually transformed economic systems and social conditions around the world.
• people proposed different ways to deal with the problems created by industrialization.
• economic life became more global, and mass migrations of people occurred.
THE AGRARIAN REVOLUTION

In 1750, most people still lived in small villages and made their own clothing and tools. In the century that followed, dramatic changes took place in the ways people lived and worked.

Increased Food Production
The movement away from rural life began with the Agrarian Revolution, a change in methods of farming.

TECHNOLOGY
The Dutch led the way by building dikes to protect their farmland from the sea and using fertilizer to improve the soil. The British discovered ways to produce more food. Jethro Tull invented the seed drill, which planted seeds in rows.

ENCLOSURE MOVEMENT
Landowners found a new purpose for enclosure, taking over and fencing off land that once had been shared by peasant farmers. The purpose of the enclosure movement was to replace the many small strip farms with larger fields. This practice made farming more efficient, improving agricultural production.

Population Explosion
The Agrarian Revolution led to rapid population growth. With a better diet, women had healthier and stronger babies. In addition, improved medical care and sanitation helped people live longer. During the 1700s, Europe’s population increased from 120 million to about 190 million.

THE INDUSTRIAL REVOLUTION

The Industrial Revolution was the period, beginning around 1750, in which the means of production of goods shifted from hand tools to complex machines and from human and animal power to steam power. During this period, technology developed rapidly and production increased. The Industrial Revolution brought great changes into people’s lives.

Causes of the Industrial Revolution
Industrialization began in Britain. Belgium, France, Germany, the United States, and Japan would all industrialize by the end of the 1800s. In time, the Industrial Revolution would spread throughout the world. It happened first in Britain for several reasons.

GEOGRAPHY
Britain had plenty of the coal and iron ore needed for industrialization. As an island, Britain had many natural harbors for trade. Rivers served both as means of transportation and as sources of power for factories.

POPULATION GROWTH AND CHANGE
Growth in population, resulting from the Agrarian Revolution, led to more available workers.
Because of the enclosure movement, fewer farm laborers were needed. Many people moved to the cities, where they could work in factories.

**CAPITAL FOR INVESTMENT**  The British overseas empire had made the economy strong. As a result, the middle class had the capital to invest in mines, railroads, and factories.

**ENERGY AND TECHNOLOGY**  Britain had experienced an energy revolution. In the 1700s, people used giant water wheels to power new machines. Soon coal was used to power steam engines, which would become an important power source for machines.

### Factory System and Mass Production

The textile industry was the first to use the inventions of the Industrial Revolution. Before the Industrial Revolution, families spun cotton into thread and then wove cloth at home. By the 1700s, new machines were too large and expensive to be operated at home. Spinners and weavers

### Causes of the Industrial Revolution

**AGRARIAN REVOLUTION**
- Dutch build dikes to protect farmland from the sea and use animal fertilizer to improve soil
- British discover ways to produce more food and invent seed drill

**POPULATION EXPLOSION**
- People eat better
- Women give birth to healthier babies
- Better medical care slows death rate

**ENERGY REVOLUTION**
- Water wheels power new machines
- Coal used to fuel steam engine

**INDUSTRIAL REVOLUTION**

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### PREPARING FOR THE REGENTS

As you study current events, keep in mind that the Industrial Revolution is still occurring in the developing nations of the world.

**PREPARING FOR THE REGENTS**

Explain three reasons for the start of the Industrial Revolution.

1. 
2. 
3. 
began to work in long sheds that were owned by the manufacturers. These sheds, which brought workers and machines together in one place, became the first factories. At first, these factories were located near rapidly moving streams, which provided water power. Later, machines were powered by steam engines, fueled by coal. The factory system promoted mass production, meaning that goods were produced in huge quantities at lower cost.

**Effects of the Industrial Revolution**

The Industrial Revolution brought about many economic and social changes.

**LAISSEZ-FAIRE ECONOMICS** The mercantilism of the past had called for government regulation to achieve a favorable balance of trade. However, a theory called *laissez faire* had emerged during the Enlightenment. According to this theory, businesses should operate with little or no government interference. In his book *The Wealth of Nations*, Adam Smith promoted laissez-faire ideas. They became the basis of the prevailing economic system during the Industrial Revolution.

**RISE OF BIG BUSINESS** With new technology came the need for the investment of large amounts of money in businesses. To acquire this money, business owners sold stocks, or shares in their companies, to investors. Each stockholder therefore owned a part of the company. Stockholders allowed businesses to form corporations and expand into many areas.

**NEW CLASS STRUCTURE** In the Middle Ages, the two main classes in Europe had been nobles and peasants. During the 1600s, a middle class had emerged. The Industrial Revolution added more complexity.

- The upper class consisted of very rich industrial and business families. Members of these families often married into noble families.
- A growing upper middle class of business people and professionals—such as lawyers and doctors—emerged. Their standard of living was high. Below them a lower middle class of teachers, office workers, shopowners, and clerks existed.
- At the bottom of this social structure were factory workers and peasants. They benefited least from the Industrial Revolution. People in this class faced harsh living and working conditions in overcrowded cities.

**URBANIZATION** People moved from small villages to the towns and cities where factories were located. At first, conditions were very bad. Working-class people lived in crowded buildings. Without a sewage or sanitation system, garbage rotted in the streets. Disease spread.
WORKING CONDITIONS  Factory work hours were long. Men, women, and even children worked 12 to 16 hours a day. Mass production methods led to work that was boring. Many machines were dangerous.

CHANGING SOCIAL ROLES  The roles of men, women, and children changed in the new industrial society. Farming families had all worked the land together. Artisans had worked in their homes. Now the workplace became separated from the home.

The roles of middle-class men and women were redefined. Men worked in the public world of business and government. Women worked at home, where they were responsible for maintaining the dwelling and raising the children, including their moral instruction.

Social class had an impact on family life. Middle-class children had a high standard of living and a better chance at education. Among the working class, on the other hand, children had to work long hours to help support their families. Working-class women also worked long hours, although they were paid less than men. Family life sometimes suffered as women worked 12 hours or more in a factory and then came home to care for their families.

IMPROVED TRANSPORTATION  The growth of industry led to improvements in transportation.
- Roads and canals were built and improved.
- The steam locomotive was invented. Railroads grew.
- Steam engines powered ships at sea.

RISING STANDARDS OF LIVING  Settlement patterns shifted over time. The rich lived in pleasant neighborhoods on the edges of the cities. The poor were crowded into slums in city centers, near factories. Over time, conditions in cities improved, however. In addition, people ate more varied diets and were healthier, thanks to advances in medicine.

COMPETING PHILOSOPHIES
The hardships and changes brought by the Industrial Revolution inspired many varying solutions. Several different ways of thinking competed against each other.

Liberalism  Liberalism was a strong belief in individual rights to liberty, equality, and property. These concepts had sprung from the Enlightenment ideas that were spread by the French Revolution. According to liberals, the main purpose of government was to protect individual liberty. Most liberals accepted Adam Smith's laissez-faire ideas about economics.

Conservatism  Conservatism was the set of beliefs held by classes who had been in power previously—monarchs, nobles, and church leaders.
KEY THEMES AND CONCEPTS

Political Systems
Liberalism was expressed by the leaders of the Enlightenment and the French Revolution. Conservatism was expressed by the leaders of the Congress of Vienna.

Conservatives wanted social and political structures to return to what they had been before the various revolutionary movements. Many persons who had been members of the noble class became business leaders. These individuals formed a new business aristocracy.

Conservative thinker Thomas Malthus in 1798 published his “Essay on the Principle of Population.” In it he concluded that the poor would continue to suffer as long as the population kept increasing. He urged families to have fewer children.

Social Darwinism
Other new ideas of the 1800s challenged long-held beliefs. In 1859, British naturalist Charles Darwin caused an uproar by saying that humans had evolved over millions of years. This theory of evolution, as it was called, stirred conflicts between religion and science.

Part of Darwin’s theory involved the idea of natural selection. Using the ideas of Thomas Malthus, Darwin said that species naturally produced more offspring than the food supply could support. Members of each species had to compete to survive. Thus, natural forces selected the most able members, producing an improved species.

Later thinkers used Darwin’s ideas to develop a theory known as Social Darwinism. According to Social Darwinism, successful businesspeople were successful because they were naturally more “fit” to succeed than others. War allowed stronger nations to weed out weaker ones. Social Darwinism played a part in racism, the belief that one race is superior to another. It also contributed to the rise in imperialism.

Social Reformism
Many types of social reformism arose. Jeremy Bentham stated that the goal of society should be the happiness of its people. John Stuart Mill believed that government should improve the lives of the poor. Reform movements attempted to correct the abuses of child labor. Trade unions grew in power among the working class and also worked for social reform.

Socialism
Socialism concentrated less on the interests and rights of individuals and more on the interests of society. Industrial capitalism, the socialists claimed, had created a large gap between rich and poor. Under socialism, farms and businesses would belong to all the people, not to individuals. Different types of socialism emerged.

UTOPIAN SOCIALISM Early socialists called Utopians sought to create self-sufficient communities, where all property and work would be shared. Since all would have equal wealth, Utopians believed that fighting would end. In Scotland, Robert Owen set up a Utopian factory community.
**MARXIST SOCIALISM**  German philosopher **Karl Marx** promoted a more radical theory, “scientific socialism.” In 1848, Marx and German economist Friedrich Engels explained their ideas, listed here, in *The Communist Manifesto*.

- History was a class struggle between wealthy capitalists and the working class, or proletariat.
- In order to make profits, the capitalists took advantage of the proletariat.
- The proletariat would eventually rise up and overthrow the capitalist system, creating their own society.
- The proletariat society would take control of the means of production and establish a classless, communist society, in which wealth and power would be equally shared.

In the Soviet Union in the 1900s, Marx's ideas would lead to a communist dictatorship and a command economy, in which government officials made all economic decisions.

**EDUCATION AND THE ARTS**

Artists, musicians, and writers also took new directions during the Industrial Revolution.

**Advances in Education**

Governments had begun to set up public schools and require basic education for all children by the late 1800s. Schools not only taught subjects such as reading, writing, and mathematics but encouraged obedience to authority and punctuality as well.

**Romanticism**

From about 1750 to 1850, a movement known as romanticism thrived. The romantics appealed to emotion rather than to reason. In this way romanticism was a rebellion against the ideas of the Enlightenment. It was also a reaction against the impersonal nature of industrial society.

**Realism**

The mid-1800s brought an artistic movement known as realism to the West. Realists sought to show the world as it was. They often looked at the harsh side of life, showing poverty and cruel working conditions. Many writers, such as Charles Dickens, were critical of the abuses of industrial society and hoped to contribute to ending them.

**Impressionism**

In the 1870s, impressionism began in Paris. In this movement, artists worked to capture a fleeting impression of a scene. This was a movement away from realism in painting. Impressionism often achieved a fresh view of familiar subjects.
PREPARING FOR THE REGENTS

1. Describe a reform law that helped women.
2. Describe a law that helped children.

REFORM LEGISLATION

In the early 1830s, British lawmaker Michael Sadler persuaded Parliament to investigate the horrible conditions faced by child laborers in factories. The Sadler Report led to the Factories Regulations Act of 1833. This act prohibited children under 9 years old from being employed in textile mills and limited the working hours of children under 18. This is just one of many types of reforms introduced in Britain in the 1800s. France and Germany enacted labor reforms as well.

British Reform Laws

<table>
<thead>
<tr>
<th>DIRECTION OF REFORM</th>
<th>LAWS ENACTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward greater human rights</td>
<td>1884: Slavery is outlawed in all British colonies.</td>
</tr>
<tr>
<td>Toward more representative government</td>
<td>1832: Reform Act of 1832 gave representation to new industrial towns.</td>
</tr>
<tr>
<td></td>
<td>1858: Law ended property qualifications for members of Parliament.</td>
</tr>
<tr>
<td></td>
<td>1911: Law restricted powers of House of Lords; elected House of Commons became supreme.</td>
</tr>
<tr>
<td>Toward universal suffrage (the right to vote)</td>
<td>1829: Parliament gave Catholics the right to vote and to hold most public offices.</td>
</tr>
<tr>
<td></td>
<td>1867: Reform Act gave vote to many working-class men.</td>
</tr>
<tr>
<td></td>
<td>1884: Law extended voting rights to most farmers and other men.</td>
</tr>
<tr>
<td></td>
<td>1918: Women won the right to vote.</td>
</tr>
<tr>
<td>Toward more rights for workers</td>
<td>1825: Trade unions were legalized.</td>
</tr>
<tr>
<td></td>
<td>1840s to 1910s: Parliament passed laws</td>
</tr>
<tr>
<td></td>
<td>• limiting child labor.</td>
</tr>
<tr>
<td></td>
<td>• regulating work hours for women and children.</td>
</tr>
<tr>
<td></td>
<td>• regulating safety conditions in factories and mines.</td>
</tr>
<tr>
<td></td>
<td>• setting minimum wages.</td>
</tr>
<tr>
<td></td>
<td>• providing for accident and unemployment insurance.</td>
</tr>
<tr>
<td>Toward improved education</td>
<td>1870: Education Act set up local elementary schools run by elected school boards.</td>
</tr>
<tr>
<td></td>
<td>1902: Law created a system of state-aided secondary schools. Industrial cities, such as London and Manchester, set up public universities.</td>
</tr>
</tbody>
</table>
GLOBAL IMPACT OF INDUSTRIALIZATION

Global Migrations

A WAVE OF MIGRATIONS Improvements in transportation, population growth, and social and political conditions led to a wave of global migrations from about 1845 through the early 1900s.

- Polish nationalists fled Poland for Western Europe and the United States after the Russian army crushed the revolt of 1830.
- Several thousand Germans moved to cities in the United States after the failed revolutions of 1848.
- Russian Jews, escaping pogroms, left Eastern Europe.
- Italian farmers, seeing economic opportunity, also traveled to the Americas.

MASS STARVATION IN IRELAND Another migration occurred from Ireland. Under British rule, the majority of Irish farmland had been used to grow crops, such as wheat and oats, which were sent to England. The Irish themselves used the potato as their main food crop. This system supported the Irish population until 1845, when a disease destroyed the potato crop. Other crops were not affected. Still, the British continued to ship the other products out of Ireland. Four years later, 1 million Irish had died of starvation or disease. Millions of others moved to the United States and Canada.

Movement Toward a Global Economy

By the mid-1800s, the Industrial Revolution had moved beyond Britain. New powers were emerging. As they became strong industrially, they competed for a share of the wealth in markets around the world. In addition, manufacturers traded with other countries for resources they needed. Steamships and railroads, and then automobiles and airplanes, made global trade easier and quicker. As markets expanded around the world and global trade increased, a new imperialism developed.

SUMMARY

In the mid-1700s, the Agrarian Revolution in Europe contributed to an increase in population. The Agrarian Revolution led to the Industrial Revolution, which began in Britain and then spread to other countries. Economic and social conditions around the world changed dramatically as a result of the Industrial Revolution. Many new ideas about how to deal with the problems of industrialization developed, and reforms were enacted. Eventually, industrialization led to mass migration and increased global trade.
SECTION 6 Japan and the Meiji Restoration

THE BIG IDEA
The Meiji Restoration brought great change to Japan in the last half of the 1800s.
- Japan ended its policy of isolation.
- Japan began a period of modernization and industrialization.
- Japan became a global imperial power.

SECTION OVERVIEW
In 1853, an American fleet sailed to Japan and ended over 200 years of isolation by opening Japan to trade. Soon afterward, Japan’s ruling shogun was overthrown, and the Meiji Restoration began. During this period, Japan underwent a rapid period of modernization and industrialization. Changes took place within government, the economy, and social life. Within decades Japan became a modern industrial power and began to build an overseas empire.

KEY THEMES AND CONCEPTS
As you review this section, take special note of the following key themes and concepts:

Change  What political, social, and economic changes occurred in Japan in the late 1800s?
Interdependence  How did Japan use western ideas to modernize and industrialize?
Power  How did Japan become a global power by the early 1900s?

KEY PEOPLE AND TERMS
As you review this section, be sure you understand the significance of these key people and terms:

Matthew Perry  zaibatsu
Treaty of Kanagawa  Sino-Japanese War
Meiji Restoration  Russo-Japanese War

THE OPENING OF JAPAN
In 1853, United States ships sailed into Edo (now Tokyo) Bay, ending more than 200 years of Japanese isolation. This contact led to changes that had a great impact on Japan.
Tokugawa Isolation
European traders had first arrived in Japan in the 1500s. In the 1600s, the Tokugawa shoguns had gained control of Japan. They brought stability to Japan but also banned almost all contact with the outside world. Limited trade was allowed only with the Dutch at Nagasaki.

Commodore Matthew Perry
In 1854, American warships commanded by Commodore Matthew Perry sailed to Japan. Perry presented a letter to the Japanese from the United States president, asking that Japan open its ports to trade. Europeans and Americans were not only offended by the Tokugawa isolation but resentful at not being able to use Japanese ports to resupply or repair their ships.

Impressed by the American show of strength, the shogun agreed to the Treaty of Kanagawa, ending his country’s long period of isolation. It was the first of many treaties Japan would sign with foreign powers.

The Treaty of Kanagawa
In the Treaty of Kanagawa, the shogun agreed to open two Japanese ports to American ships. The United States soon won other trading rights with Japan. In time, Britain, France, and Russia gained similar trading rights.

The Treaty of Kanagawa had a powerful impact on Japan.

- Some Japanese felt that the shogun had shown weakness in front of the foreigners by agreeing to the treaty.
- Some Japanese felt that Japan needed to modernize in order to compete with the industrialized West.
- A rebellion overthrew the shogun, restored the emperor to power, and launched Japan on the road to modernization and industrialization.

Japanese Exports and Imports

![Japanese Exports and Imports Graph](image-url)

<table>
<thead>
<tr>
<th>Year</th>
<th>Exports</th>
<th>Imports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1878-1882</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>1883-1887</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>1888-1892</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>1893-1897</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>1898-1902</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>1903-1907</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>1908-1912</td>
<td>600</td>
<td>600</td>
</tr>
</tbody>
</table>

KEY THEMES AND CONCEPTS
Science and Technology
Since the Tokugawa shoguns banned contact with the West, Japan was cut off from the advances of industrialization and fell behind Europe in science and technology.

PREPARING FOR THE REGENTS
What effects did the visit of Commodore Perry and the Treaty of Kanagawa have on Japan’s development?

Practice your graph skills by answering the following questions.

1. During which five-year period did Japanese trade increase the most?

2. Why was Japanese trade increasing so much in the late 1800s?
MODERNIZATION AND INDUSTRIALIZATION

In 1867, daimyo and samurai led a rebellion that removed the Tokugawa shogun from power. In 1868, the emperor was established as the leader of Japan. The period from 1868 to 1912 is known as the **Meiji Restoration**. *Meiji* means "enlightened rule." During this time, the emperor and his advisors implemented a series of reforms that changed Japan forever.

**Borrowing From the West**

The Meiji reformers were determined to strengthen Japan against the West. Members of the government traveled abroad to learn about western government, economics, technology, and customs. In addition, foreign experts were invited to Japan.

**Economic Development**

The Meiji government used western methods and machinery to develop an industrial economy in Japan. The government built factories and then sold them to wealthy families. These families became powerful in banking and industry and were known as *zaibatsu*.

The government supported the economy by developing a banking system and a postal system. It also built railroads and improved ports. By the 1890s, the economy was flourishing. The population grew, and peasants migrated to the cities in search of jobs.

**Strong Central Government**

Meiji reformers wanted to create a strong central government. They chose the government of Germany as their model. A constitution gave the emperor autocratic power and created a two-house legislature. Only one of the houses was elected, and suffrage was limited.

**Military Power**

By the 1890s, Japan had a modern army and a strong navy. No longer were the samurai the only warriors: All men had to enter military service. When Japan and China fought over Korea in 1894, Japan won easily. Later, Japanese troops defeated Russian troops in Manchuria. This victory marked the first time in modern history that an Asian power defeated a European nation.

**Social Change**

Meiji reforms established a system of public education and set up universities with western instructors to teach modern technology. Despite social reforms, however, class distinctions still existed. Also, Japanese women faced continuing inequality. Meiji reformers took away some political and legal rights that women had previously won.

**JAPAN AS A GLOBAL POWER**

Soon, like western powers, Japan used its industrial and military strength to begin a policy of imperialism. It sought colonies as sources of raw
materials and as markets for finished products. Colonies were gained through war.

**Sino-Japanese War**  
In 1894, Japan’s territorial ambitions in Korea led to war with China. The conflict, which lasted from 1894 to 1895, was called the Sino-Japanese War. Japan quickly won, gaining Formosa (later Taiwan) and treaty ports in China from the Chinese. Japan later made Korea a Japanese protectorate.

**Russo-Japanese War**  
From 1904 to 1905, Japan fought the Russo-Japanese War with Russia after the interests of the two nations conflicted in Korea. Japan’s modern military defeated Russian troops and crushed Russia’s navy. By 1910, Japan had complete control of Korea as well as parts of Manchuria.

**Dependence on a World Market**  
Japan’s industrialization drew it increasingly into the global market. Its economy therefore became dependent on trade. An island empire with few natural resources, Japan relied on raw materials from outside the country. It needed foreign markets for its manufactured products. In the years ahead, Japan would continue to compete with other industrialized nations. It would also continue its policy of imperialism.

**SUMMARY**  
In the mid-1800s, Japan ended its long policy of isolation. The Meiji government that took power in 1868 used western ideas to begin a program of modernization that quickly turned Japan into a major industrial power. In the 1890s and 1900s, Japan used its modern military to become a global imperial power.
SECTION OVERVIEW

From the mid-1800s through the first decades of the 1900s, western nations pursued an aggressive policy of expansion. European powers were motivated by economic, political, and social factors as well as by a strong sense of nationalism. During this time, Britain took control of India. In Africa, several European nations engaged in a scramble for colonies. Meanwhile, imperialistic nations forced unequal trade agreements on China. Imperialism had many immediate and long-term effects on the colonial nations and also had an impact on Europe and the rest of the world. Imperialism led to increased competition and conflict.

KEY THEMES AND CONCEPTS

As you review this section, take special note of the following key themes and concepts:

Imperialism  What factors led to the new imperialism of the 1800s?
Power  How did imperialistic countries gain power over the peoples of Africa and Asia?
Change  What were the effects of imperialism?
Nationalism  How did imperialism lead to nationalistic feelings in China and other nations of Asia and Africa?

KEY PEOPLE AND TERMS

As you review this section, be sure you understand the significance of these key people and terms:

imperialism  Opium War  Taiping Rebellion
Sepoy Mutiny  Treaty of Nanjing  Boxer Rebellion
Boer War  sphere of influence  Sun Yixian
Causes of the New Imperialism

<table>
<thead>
<tr>
<th>Economy</th>
<th>Politics and the Military</th>
<th>Society</th>
<th>Science and Invention</th>
</tr>
</thead>
</table>
| • Need for natural resources  
• Need for new markets  
• Place for growing populations to settle  
• Place to invest profits | • Bases for trade and navy ships  
• Power and security of global empire  
• Spirit of nationalism | • Wish to spread Christianity  
• Wish to share western civilization  
• Belief that western ways are best | • New weapons  
• New medicines  
• Improved ships |

THE NEW IMPERIALISM

Imperialism is the domination by one country of the political, economic, or cultural life of another country. Historians often divide imperialism into two periods.

• The Old Imperialism  Between about 1500 and 1800, European nations established colonies in the Americas, India, and Southeast Asia and gained territory on the coasts of Africa and China. Still, European power in these regions of the world was limited.

• The New Imperialism  Between 1870 and 1914, nationalism had produced strong, centrally governed nation-states. The Industrial Revolution had made economies stronger as well. During this time, Japan, the United States, and the industrialized nations of Europe became more aggressive in expanding into other lands. The new imperialism was focused mainly in Asia and Africa, where declining empires and local wars left many states vulnerable. In Africa, many states had been weakened by the legacy of the slave trade.

Causes of Imperialism

Several important factors combined to lead to the development of the new imperialism.

Nationalism and Social Darwinism

A spirit of nationalism was one cause of the new imperialism. Because nationalism promotes the idea of national superiority, imperialists felt that they had a right to take control of countries they viewed as weaker. Social Darwinism also encouraged imperialism. This idea applied Darwin’s theory of survival of the fittest to competition between nations. Social Darwinists argued that it was natural for stronger nations to dominate weaker ones.

Military Motives

Military motives were linked to nationalism, since military power was a way to promote a nation’s goals. Colonies were important as bases for resupply of ships. A nation with many colonies had power and security.
Economic Motives
Imperialists needed raw materials to supply their factories. They needed foreign markets in which to sell their finished products. They needed places to invest their profits. Colonies could provide all these things.

White Man's Burden
Rudyard Kipling's poem "White Man's Burden" offered a justification for imperialism. Kipling expressed the idea that white imperialists had a moral duty to educate people in nations they considered less developed. Missionaries spread western ideas, customs, and religions to people in Africa and Asia.

British in India
British East India Company
The British East India Company had established trading rights in India in the early 1600s. By the mid-1800s, with the decline of the Mughal empire and the defeat of French rivals, this company controlled three fifths of India. The company employed Indian soldiers, called sepoys.

The Sepoy Mutiny
In 1857, tensions rose. The British had angered the sepoys by demanding that soldiers follow rules that were against their religious beliefs. The Sepoy Mutiny, or the Sepoy Rebellion, called for Hindus and Muslims to unite against the British. The British, however, crushed the revolt.

The Sepoy Mutiny left bitter feelings. It also caused the British to change their policies. In 1858, Parliament ended the rule of the East India Company. The British government took direct command of India.

The Scramble for Africa
In the 1870s, King Leopold of Belgium sent a mission to the interior of Africa to establish trade agreements with leaders in the Congo River basin. The Belgian presence in the Congo set off a scramble among other European powers to establish their presence on the continent.

The Berlin Conference
In 1884, to avoid conflict among themselves, European leaders met in Berlin, Germany, to set up rules for colonizing Africa. European powers divided Africa with little regard for the people who lived there. The new imperialism affected Africa strongly. In 1850, most of Africa had been free. Seventy years later, most of the continent was under European rule.

Battle for Southern Africa

The Zulu Empire
In the early 1800s in southern Africa, an African leader named Shaka organized Zulu warriors into a fighting force. He used his power against European slave traders and ivory hunters. Through conquest of other African groups, he united the Zulu nation.
ARRIVAL OF EUROPEANS Dutch farmers, called Boers, had settled in southern Africa in the mid-1600s. They had built Cape Town as a supply station. In the 1700s, Dutch herders and ivory hunters began to move north. They fought African groups, such as the Zulus. In the early 1800s, the British acquired the Cape Colony from the Dutch.

ZULU RESISTANCE Large numbers of Boers, resenting British rule, migrated north during the 1830s, coming into conflict with Zulus. Fighting between the Boers and the Zulus continued until late in the century.

PREPARING FOR THE REGENTS Practice your map skills by identifying the colonial power that occupied each of the following areas: Algeria in 1830, Togo in 1884, and the Union of South Africa in 1910.
The Zulus eventually came into conflict with the British as well. The Zulus experienced victory in 1879. Soon afterward, however, the superior weaponry of the British crushed the Zulu resistance. Others in Africa also resisted imperialism, including groups in Ethiopia and West Africa.

**THE BOER WAR**  Cecil Rhodes became prime minister of the Cape Colony in 1890. Under his leadership, Britain expanded its control of southern Africa.

In the late 1800s, Britain decided to annex the Boer republics. The Boers resisted and the **Boer War** began, lasting from 1899 to 1902. After heavy losses, the British won. In 1910, the British combined the Boer republics with the Cape Colony to form the Union of South Africa. The bitter struggles left a legacy of distrust and hatred.

**ANTI-SLAVE TRADE LEGISLATION**  Most European powers had abolished the slave trade before the scramble for African colonies began. For example, Denmark passed anti-slave trade legislation in 1803, followed by Britain in 1807, and France in 1818. Illegal slave trading, however, continued throughout the 1800s.

**IMPERIALISM IN CHINA**

Since 1644, rulers of the Qing dynasty had refused to adopt western ways. As a result, the economic, political, and military strength of European imperialists was able to challenge China's Middle Kingdom.

**The Opium War and the Treaty of Nanjing**

British merchants began to trade opium in China in the late 1700s. China tried to halt imports of the addictive drug. In 1839, to keep trade open, the British fought with China in a conflict called the **Opium War**. Britain's superior military and industrial strength led to a quick victory.

In 1842, Britain forced China to agree to the harsh terms of the **Treaty of Nanjing**. China had to pay for Britain's war costs, open ports to British trade, and give Britain the island of Hong Kong. China also had to grant British citizens extraterritoriality, the right to live under their own laws and be tried in their own courts. In the years that followed, other western powers forced China to sign unequal treaties. The western powers carved out **spheres of influence**, areas in which an outside power claimed exclusive trade privileges.

**Chinese Reactions to Imperialism**

Foreign imperialism led to further clashes between the imperialist powers and China—and among the Chinese themselves.

**THE TAIPING REBELLION**  From 1850 to 1864, Chinese peasants, angry at their poverty and at corrupt Qing officials, rose up in revolt. The **Taiping Rebellion** resulted in millions of Chinese deaths and weakened China.
THE BOXER REBELLION  In 1900, a group known to westerners as the Boxers assaulted foreign communities across China in a conflict known as the Boxer Rebellion. Armies from Japan and the West, however, soon crushed the uprising and forced China to grant more concessions to foreign powers. After this defeat, greater numbers of Chinese called for western-style reforms.

SUN YIXIAN AND THE CHINESE REVOLUTION  In the first decade of the 1900s, Chinese nationalism blossomed. Many reformers called for a new government. Sun Yixian, also called Sun Yat-sen, led the movement to replace the Qing dynasty. He had three goals:

- To end foreign domination
- To form a representative government
- To create economic security for the Chinese people

In 1911, workers, peasants, students, and warlords toppled the monarchy. Sun Yixian was named president of the Chinese Republic.

IMPACT OF IMPERIALISM: MULTIPLE PERSPECTIVES

The new imperialism had a major impact on the European nations and on their colonies.

Spheres of Influence in China to 1914
PREPARING FOR THE REGENTS

List three arguments that were used by imperialist powers to justify imperialism.
1. 
2. 
3. 

List three motives people of Africa and Asia had to oppose imperialism.
1. 
2. 
3. 

KEY THEMES AND CONCEPTS

Nationalism Nationalist movements in Asia and Africa often grew out of resistance to imperial rule.

Effects on the Colonies

Imperialism had a number of short-term and long-term effects on the colonies themselves. Some were negative; others were positive.

SHORT-TERM EFFECTS Some effects were immediate.
- Large numbers of Asians and Africans came under foreign rule.
- Local economies became dependent on industrialized powers.
- Some nations introduced changes to meet imperialist challenges.
- Individuals and groups resisted European domination.
- Western culture spread to new regions.
- Traditional political units were disrupted or destroyed.
- Famines occurred in lands where farmers grew export crops for imperialist nations in place of food for local use.

LONG-TERM EFFECTS Other effects took longer to emerge.
- Western culture continued to influence much of the world.
- Transportation, education, and medical care were improved.
- Resistance to imperial rule evolved into nationalist movements.
- Many economies became based on single cash crops grown for export.

Effects on Europe and the World

The West also changed because of imperialism.
- The West discovered new crops, foods, and other products.
- Westerners were introduced to new cultural influences.
- Competition for empires created and increased conflict between imperial powers. These conflicts sometimes led to war.
- The industrial nations controlled a new global economy.

SUMMARY

In the 1800s, industrialized powers greatly expanded their empires. Britain took control of India, and European nations occupied much of Africa. Imperial powers also forced China to grant trading concessions. This led to the growth of nationalism in China. Other effects of imperialism included the emergence of a global economy, the spread of western culture, and conflict between imperial powers.

The Effects of British Rule in India

<table>
<thead>
<tr>
<th>GOOD EFFECTS</th>
<th>BAD EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New roads and railroads link parts of India.</td>
<td>• Indian resources go to Britain.</td>
</tr>
<tr>
<td>• Telegraph and postal systems unite people.</td>
<td>• British-made goods replace local goods.</td>
</tr>
<tr>
<td>• Irrigation systems improve farming.</td>
<td>• Farms grow cash crops rather than food crops; Indians go hungry.</td>
</tr>
<tr>
<td>• New laws mean justice for all classes.</td>
<td>• Top jobs go to the British.</td>
</tr>
<tr>
<td>• British schools offer education.</td>
<td>• Indians are treated as inferiors.</td>
</tr>
<tr>
<td>• Customs that threaten human rights are ended.</td>
<td>• Britain tries to replace Indian culture with western ways.</td>
</tr>
</tbody>
</table>
Questions for Regents Practice

Review the Preparing for the Regents section of this book. Then answer the following questions, which include multiple-choice questions, a thematic essay, and a series of document-based questions.

MULTIPLE CHOICE

Directions
Circle the number of the word or expression that best completes the statement or answers the question.

1. John Locke and Jean-Jacques Rousseau would be most likely to support:
   1. a return to feudalism in Europe
   2. a government ruled by a divine monarchy
   3. a society ruled by the Catholic Church
   4. the right of citizens to decide the best form of government

2. The writers and philosophers of the Enlightenment believed that government decisions should be based on:
   1. fundamental religious beliefs
   2. the concept of the divine right of kings
   3. laws of nature and reason
   4. traditional values

3. A primary cause of the French Revolution in 1789 was the:
   1. increasing dissatisfaction of the Third Estate
   2. rise to power of Napoleon Bonaparte
   3. actions of Prince Metternich
   4. execution of Louis XVI

4. In a number of European countries in the 1800s, which situation occurred as a result of the influence of the French Revolution?
   1. increase in religious conflict
   2. rise of nationalistic movements
   3. decentralization of governmental power
   4. economic depression

5. During the early 1800s, which was a major influence on the struggles for political independence in Latin America?
   1. poor conditions in urban centers in Latin America
   2. the American and French Revolutions
   3. the desire of the Roman Catholic Church in Latin America to escape European control
   4. demands by Latin American workers to own their own factories

6. Nationalism is most likely to develop in an area that has:
   1. land suited to agriculture
   2. adequate industry to supply consumer demands
   3. a moderate climate with rivers for irrigation
   4. common customs, language, and history

7. Which statement about nationalism is most accurate?
   1. It becomes a unifying force among a people.
   2. It encourages diversity within nation-states.
   3. It prevents the rise of militarism.
   4. It eliminates the ethnic identities of different groups.

8. Which term refers to the Jewish movement to establish a homeland in Palestine?
   1. Zionism
   2. Marxism
   3. animism
   4. secularism
9. The theory of laissez-faire capitalism advocates:
   1. government control of the economy
   2. noninvolvement of the government in the economy
   3. government regulation of big business
   4. government sponsorship of labor unions

10. An important result of the Industrial Revolution was the:
    1. concentration of workers in urban areas
    2. increased desire of the wealthy class to share its power
    3. formation of powerful craft guilds
    4. control of agricultural production by governments

11. The arrival of Commodore Matthew Perry in Japan in 1853 signaled the end of Japanese:
    1. cultural contacts with the West
    2. policies of isolationism
    3. militarism in Southeast Asia
    4. trade relations with the United States

12. In Japan, the period of the Meiji Restoration was primarily characterized by:
    1. strict isolation
    2. feudal government
    3. religious revival
    4. reform and modernization

13. Russia in the 1700s and Japan in the 1800s were similar in that both countries:
    1. began the process of modernization after a long period of isolation
    2. developed democratic governments after years under absolute monarchies
    3. refused to accept western technological ideas
    4. adopted socialist economic systems after capitalism had failed

14. "All great nations . . . have desired to set their mark upon barbarian lands, and those who fail to participate in this great rivalry will play a pitiable role in time to come."

This quotation supports the concept of:
   1. socialism
   2. human rights
   3. revolution
   4. imperialism

15. The Treaty of Tordesillas (1494), concerning Latin America, and the Berlin Conference (1884–1885), concerning Africa, were similar in that each agreement:
    1. provided for self-government by native peoples
    2. declared that in these areas, monarchs rule by divine right
    3. divided an area into European-controlled segments
    4. suppressed revolts by native peoples against European imperialists

16. The Boxer Rebellion of the early twentieth century was an attempt to:
    1. eliminate poverty among Chinese peasants
    2. bring western-style democracy to China
    3. restore trade between China and European nations
    4. remove foreign influences from China
THEMATIC ESSAY

Directions
Read the following instructions that include a theme, a task, and suggestions. Follow the instructions to create a well-organized essay that has an introduction with a thesis statement, several paragraphs explaining the thesis, and a conclusion.

Theme: Revolution
Throughout global history, there have been major political, economic, social, and cultural revolutions. These revolutions have had complex causes and left lasting impacts on people’s lives.

Task
- Define the term revolution.
- Select a specific revolution that you have studied, and describe three of the factors that helped to bring about that particular revolution.
- Identify and explain at least one immediate effect and at least one long-term effect of this revolution on people’s lives.

Suggestions
You may discuss any revolution from your study of global history, except the American Revolution. Some suggestions you may wish to consider are: the Commercial Revolution, the Reformation, the Enlightenment, the French Revolution, the Industrial Revolution, the Mexican Revolution, and the Russian Revolution. You are not limited to these suggestions.

QUESTIONS BASED ON DOCUMENTS
The following exercise asks you to analyze three historical documents and then write an essay using evidence from those documents. This exercise is similar to the document-based question that you will see on the Regents Examination, which may include six or more documents. For additional practice with historical documents, see the Preparing for the Regents section and the sample examinations in this book.

This task is based on the accompanying documents. Some of these documents have been edited for the purposes of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of each document and the author’s point of view.

Directions
Read the documents in Part A and answer the question or questions after each document, using the space provided. Then read the directions for Part B and write your essay.

Historical Context
Throughout history, imperialism has been interpreted from multiple perspectives. Some have seen it as a beneficial influence, while others have seen it as a harmful influence.

Task
Evaluate both the positive and the negative effects of imperialism.

Part A: Short Answer
Directions: Analyze the documents and answer the question or questions that follow each document, using the space provided.
DOCUMENT 1

Modern progressive nations lying in the temperate zone seek to control “garden spots” in the tropics, [mainly in Africa, Latin America, and Asia]. Under [the progressive nations’] direction, these places can yield tropical produce. In return, the progressive nations bring to the people of these garden spots the foodstuffs and manufactures they need. [Progressive nations] develop the territory by building roads, canals, railways, and telegraphs. They can establish schools and newspapers for the colonies [and] give these people the benefit of the blessings of civilization which they have not the means of creating themselves.

—O.P. Austin, “Does Colonization Pay?” The Forum, 1900

1 What nations does the author probably consider to be the “modern progressive nations”? Explain the reason for your answer.

DOCUMENT 2

When the whites came to our country, we had the land and they had the Bible. Now we have the Bible and they have the land.

—African proverb

2 Does this proverb express a positive or negative viewpoint toward the white missionaries? Explain.

DOCUMENT 3

“Learning civilized ways is hard work!”
3 According to this cartoon, how does imperialism affect the lives of native people living under foreign rule?

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**DOCUMENT 4**

To begin with, there are the exporters and manufacturers of certain goods used in the colonies. The makers of cotton and iron goods have been very much interested in imperialism. Their business interests demand that colonial markets should be opened and developed and that foreign competitors should be shut out. Such aims require political control and imperialism.

Finally, the most powerful of all business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. They also make loans to colonial plantation owners, importers, and exporters.

—Parker T. Moore, *Imperialism and World Politics*, 1926

4 Based on this passage, explain two ways in which European businesspeople hoped to profit from imperialism.

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**Part B: Essay**

**Directions:**
- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from the documents to support your response.
- Do not simply repeat the contents of the documents.
- Include specific, related outside information.

**Historical Context**

Throughout history, imperialism has been interpreted from multiple perspectives. Some have seen it as a beneficial influence, while others have seen it as a harmful influence.

**Task**

Using information from the documents and your knowledge of global history and geography, write an essay that evaluates the positive and negative impacts of imperialism. Develop a position either in favor of or against imperialism.

Be sure to include specific historical details. You must also include additional information from your knowledge of global history.

*Note:* The rubric for this essay appears in the Preparing for the Regents section of this book.
UNIT 6  
Crises and Achievements  
(1900–1945)

Section 1  Scientific and Technological Achievements  
Section 2  World War I  
Section 3  Revolution in Russia: Causes and Impacts  
Section 4  Between the Wars  
Section 5  World War II

UNIT OVERVIEW
Science and technology brought many benefits to society in the late 1800s and early 1900s. In most industrialized countries, life expectancy increased and standards of living rose. People became hopeful, for they had experienced peace for many years. However, the forces of nationalism, militarism, and imperialism were moving the world toward war. By the time World War I was over, people understood how science and technology could change their lives in negative ways. The war caused new social and economic problems. In Russia, a communist revolution produced a totalitarian state. Perhaps worst of all, the problems that had led to World War I remained unresolved. A second global conflict erupted in 1939, resulting in even greater destruction than the first.

THEMATIC TIME LINE ACTIVITY
Some of the many themes developed in Unit 6 are:
change  nationalism  human rights  
science and technology  political systems  economic systems  
culture and intellectual life  power

Choose one of the themes listed above. As you review Unit 6, create a thematic time line based on the theme you have chosen. Your time line should stretch from 1900 to 1945 and include major developments and key turning points having to do with your theme.