**Chapter 18:**

***Colonial Encounters in Asia and Africa, 1750–1950***

**Due Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHAPTER LEARNING OBJECTIVES**

* ***To examine the ways in which Europeans created their nineteenth-century empires***
* ***To consider the nineteenth-century development of racism as an outcrop of European feelings of superiority and to investigate the ways in which subject peoples were themselves affected by European racial categorization • To consider the extent to which the colonial experience transformed the lives of Asians and Africans***
* ***To define some of the distinctive qualities of modern European empires in relationship to earlier examples of empire***

**KEY TERMS:**

**SHORTS STORY WITH SIGNIFICANT TERMS: DUE ON THURS. 3 JAN 2020**

* ***PICK 10 OF THE 12 TERMS AND CREATE A SHORT STORY OUT OF THEM.***
* ***MAKE SURE YOUR STORY MAKES SENSE AND HAS A STORY LINE.***
* ***PLEASE DON’T JUST LIST TERM.***
* ***OPENING***
* ***BODY: USING TERMS***
* ***CLOSING***

**Africanization of Christianity:** Process that occurred in non-Muslim Africa, where millions who were converted to Christianity sought to maintain older traditions alongside new Christian ideas; many converts continued using protective charms and medicines and consulting local medicine men, and many continued to believe in their old gods and spirits.

**Edward Blyden:** Prominent West African scholar and political leader (1832–1912) who argued that each civilization, including that of Africa, has its own unique contribution to make to the world.

**cash-crop agriculture:** Agricultural production, often on a large scale, of crops for sale in the market, rather than for consumption by the farmers themselves.

**colonial tribalism:** A European tendency, especially in African colonies, to identify and sometimes invent distinct “tribes” that had often not existed before, reinforcing European notions that African societies were primitive.

**Congo Free State/Leopold II:** Leopold II was king of Belgium from 1865 to 1909; his rule as private owner of the Congo Free State during much of that time is typically held up as the worst abuse of Europe’s second wave of colonization, resulting as it did in millions of deaths.

**cultivation system:** System of forced labor used in the Netherlands East Indies in the nineteenth century; peasants were required to cultivate at least 20 percent of their land in cash crops, such as sugar or coffee, for sale at low and fixed prices to government contractors, who then earned enormous profits from further sale of the crops.

**European Racism:** A new kind of racism that emerged in the nineteenth century that increasingly used the prestige and apparatus of science to support European racial prejudices and preferences.

**Indian Rebellion, 1857–1858:** Massive uprising of much of India against British rule; also called the Indian Mutiny or the Sepoy Mutiny from the fact that the rebellion first broke out among Indian troops in British employ.

**Scramble for Africa:** Name used for the process of the European countries’ partition of the continent of Africa between themselves in the period 1875–1900.

**Swami Vivekananda:** Leading religious figure of nineteenth-century India (1863–1902); advocate of a revived Hinduism and its mission to reach out to the spiritually impoverished West. (pron. vee-vi-kah-NAHN-dah)

**Wanjiku:** A member of the Gikuyu people of East Africa (1910–?), she witnessed almost the entire twentieth century experiencing British colonialism, the coming of Christianity, the Mau Mau rebellion, the independence of Kenya in 1963, and the challenges of modernization that followed. (pron. wan JI koo)

**Western-educated elite:** The main beneficiaries in Asian and African lands colonized by Western powers; schooled in the imperial power’s language and practices, they moved into their country’s professional classes but ultimately led anticolonial movements as they grew discouraged by their inability to win equal status to the colonizers.

**READING QUESTIONS: ANSWER IN YOUR NOTE BOOK!**

1. List the “Western” countries that were involved in colonizing Asia and Africa in the 1800’s (19th century).

# INDUSTRY AND EMPIRE P. 788

1. What are the two ways the Industrial revolution caused the need for Europe to expand and take colonies?
   1. One: b. Two:
2. Define “**imperialism**”
3. Define “**colonialism**”
4. What is the difference between colonialism and imperialism? (Hint: Google it )
5. Explain how nationalism fueled the desire for colonies.
6. What developments in transportation and communication made imperialism easier?
7. Initially, how did European perceptions of others change in the 19th century?
8. Overtime, how did Europeans use racism to support their prejudices and preferences?
9. According to Europeans, race determined what?
10. Why did Europeans view their global expansion as inevitable?
11. What was the European “duty” to the rest of the world?
12. Explain “social Darwinism”

# A SECOND WAVE OF EUROPEAN CONQUESTS P. 793

1. How was the second wave of European conquests different than the first wave in the following categories:
   1. Focus: b. Countries involved:
2. What military and diplomatic methods did the Europeans employ in order to build their empires?
3. What was the “scramble for Africa”
4. What were the most difficult places to subdue and why
5. Examine maps 18.1 and 18.2-, which two European countries seem to be acquiring the most territory in Africa and Asia?
   1. What places managed to remain independent of European rule in Asia and Africa?

19.Explain the term “**settler colonies**” and give an example of a settler colony.

20. Why were Ethiopia and Siam able to avoid European control?

21. List some of the responses to European conquest by native peoples.

# UNDER EUROPEAN RULE P. 798

1. **COOPERATION AND REBELLION**
2. How did native elites manage to maintain their status after European conquest?
3. How could a native’s education be affected if they chose to cooperate with Europeans?
4. Describe the causes and outcomes of the Indian rebellion.
   1. Causes b. Outcomes

# COLONIAL EMPIRES WITH A DIFFERENCE P. 799

1. What was distinctive about European colonial empires of the 19th century? (4 things listed in the whole section- answer questions below first and come back to list the 4 overarching points when you’ve read the whole section)
   1. One:
   2. Two:
   3. Three:
   4. Four
2. Give an example of a colony that had a large European population that caused a deep racial divide between Europeans and the native population.
3. Give an example of a new or alternative way Europeans began classifying their conquered peoples (not the political or economic classifications most commonly used in Europe).
4. Explain why Europeans did not want to promote progress and modernization within their colonies.

# WAYS OF WORKING: COMPARING COLONIAL ECONOMIES P. 802

1. What happened to the following groups as a result of European colonialism?
   1. Subsistence farmers: b. Artisans:

# A. ECONOMIES OF COERCION: FORCED LABOR AND THE POWER OF THE STATE P. 802

1. Describe the experiences of forced laborers in the Belgian colon of the Congo.
2. Describe the forced labor of natives in Indonesia under Dutch colonial rule.

32. After reading these accounts- hypothesize how colonial subjects likely responded to their treatment from Europeans.

B. **ECONOMIES OF CASH-CROP AGRICULTURE: THE PULL OF THE MARKET P. 804**

33. In what ways were local farmers positively affected by the increased production of cash crops?

34. How did cash crop production affect the environment?

35. How did increased sales of cash crops affect labor within the colonies?

36. What was the economic danger of these colonies specializing in only one or two cash crops?

C. **ECONOMIES OF WAGE LABOR: MIGRATION FOR WORK P. 805**

37. List the reasons for African migration both abroad and within Africa

a. Reasons to migrate abroad: b. Reasons to migrate within Africa:

38. Asians also migrated in mass during this era- what jobs were available to Asian migrants?

39. Define “indentured servant”

40. What kind of working and living conditions did these migrants experience?

D. **WOMEN AND THE COLONIAL ECONOMY: EXAMPLES FROM AFRICA P. 809**

41. Describe women’s roles in Africa before European colonization.

42. How were women’s roles affected in cash-crop producing colonies?

43. How were women’s roles affected by increasing labor migrations within the colonies?

44. How did women cope with their newfound difficulties?

45. What are some examples of women gaining economic opportunities as a result of European colonization?

**E.** **ASSESSING COLONIAL DEVELOPMENT P. 812**

46. Despite your opinion on whether European colonialism had more positive r negative affects on Asian and African development- what 3 things can be seen as effects of European colonialism?

a. One: b. Two: c. Three:

**V. BELIEVING AND BELONGING: IDENTITY AND CULTURAL CHANGE IN THE COLONIAL ERA P. 813**

**A. EDUCATION P. 813**

47. What were some of the positive affects of education for native peoples?

48. In what ways did education, make native peoples “European?”

49. Ironically, what did the European educated natives end up leading in the 20th century?

**B. RELIGION P. 816**

50. What were some of the attractions of Christianity in the colonial world?

51. Especially in Africa, who was largely responsible for the spread of Christianity?

52. List some of the challenges and opposition Christianity faced in Africa?

53. Review: syncretism = the blending of religious beliefs and practices. Give an example of syncretism 54. How did the divide between Muslims and Hindus in India begin?

**C. “RACE” AND “TRIBE” P. 820**

55. Explain why a common “African identity” evolved as a result of European colonialism?

56. What arguments could be made to support the claim that African culture aligned with European ideals?

57. What arguments could be made to support the argument that African culture was distinct from European culture?

58. In what way was “tribe” a new identity in colonial Africa?

**VI. REFLECTIONS: WHO MAKES HISTORY? P. 822**

List some of the ways that colonized people actively shaped the history of the colonial era despite often being oppressed by Europeans.

***BIG PICTURE QUESTIONS:***

* WRITE ME A GOOD PARAGRAPH WITH DATA QUOTED FROM THE TEXT!
* ***USE THE 3 EX’s***
  1. **Ex**plain
  2. **Ex**pand
  3. Use **Ex**amples

**1. In what ways did colonial rule rest upon violence and coercion, and in what ways did it elicit voluntary cooperation or generate benefits for some people?**

**2. In what respects were colonized people more than victims of colonial conquest and rule? To what extent could they act in their own interests within the colonial situation?**

**3. Was colonial rule a transforming, even a revolutionary, experience, or did it serve to freeze or preserve existing social and economic patterns?**

**4. Looking Back: How would you compare the colonial experience of Asian and African peoples during the long nineteenth century to the earlier colonial experience in the Americas?**