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Ways of the World: A Brief Global History with Sources

Chapter 19 Study Guide, **Internal Troubles, External Threats: China, the Ottoman Empire, and Japan, 1800-1914**, Study Guide (Original: pp. 559-586; With Sources: pp. 877-903)

The External Challenge: European Industry and Empire

1. What were the four dimensions of European imperialism that showed how China, the Ottoman Empire, and Japan were active participants in the global drama of the 19th C. world history and not merely passive victims or beneficiaries?

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2. In what ways did the Industrial Revolution shape the character of 19th C. European imperialism?

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3. What were the criteria by which Europeans judged both themselves and the rest of the world?

4. What contributed to changing European views of Asians and Africans in the 19th C.?

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Reversal of Fortune: China's Century of Crisis

5. In what ways was China a victim of its earlier success?

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6. What was the culmination of China's internal crisis by 1850? Why?

7. What did the revolutionary leaders insist on changing?

8. What destroyed the revolutionary rebels?

9. What were the consequences of saving the Qing Dynasty?

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10. How did Western pressure stimulate change in China during the 19th C. to its end?

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11. What strategies did China adopt to confront its various problems during the 1860s and 1870s?

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12. Explain the Boxer Rebellion of 1900.

The Ottoman Empire and the West in the Nineteenth Century

13. Why was the Ottoman Empire known as “The Sick Man of Europe”?

14. What two forces helped to diminish the size of the Ottoman Empire?

15. What were the political and economic problems of the Ottoman Empire?
Politically,

Economically,

16. Compare Ottoman Empire reforms with China during the 19th century.

17. In what ways did the Ottoman state under Sultan Selim III try to *reform* itself in its attempt to modernize?

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18. Explain the “Young Ottomans” urgings of Islamic Modernism.

19. How did Sultan Abd al-Hamid II rule the Ottoman Empire (1876-1909) after he had taken office?

20. What did the Young Turks do to oppose the revived despotism of the Sultan?

21. Compare the outcomes of China and the Ottoman Empire by the twentieth century.

China	Similarities	Ottoman Empire
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Both had experienced the consequences of a rapidly shifting balance of global power. • • • 	<ul style="list-style-type: none"> • The collapse of the Ottoman Empire after WWI led to a creation of a new but smaller nation-state in the Turkish heartland of the old empire, having lost its vast Arab and European provinces. • • •

The Japanese Difference: The Rise of a New East Asian Power

22. What was the chief task of the Tokagawa shogunate?

23. Explain the role of the daimyo under the Tokagawa shogunate (1600-1850).

24. With no national army, no uniform currency, and little central authority, how did the Tokagawa regime stabilize the country?

25. In what ways was Japan changing during the Tokagawa era?

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26. In what ways did the Japanese modernize under the Meiji restoration?

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27. What was the view of those who directly experienced Japanese imperialism in Taiwan or Korea?

Chapter 19 Study Guide Answer Key

1. What were the four dimensions of European imperialism that showed how China, the Ottoman Empire, and Japan were active participants in the global drama of the 19th C. world history and not merely passive victims or beneficiaries?

- They faced the immense military power and political ambitions of rival European states.
- They were enmeshed in networks of trade, investment, and sometimes migration that radiated out from an industrializing and capitalist Europe to generate a new world economy.
- They were touched by various aspects of traditional European cultures, as some among them learned French, English, or German language; converted to Christianity; or studied European literature and philosophy
- Asians and Africans engaged with the culture of modernity—its scientific rationalism; its technological achievements; its belief in a better future; and its ideas of nationalism, socialism, feminism, and individualism. (Original: p. 560; With Sources: p. 878)

2. In what ways did the Industrial Revolution shape the character of 19th C. European imperialism?

- The enormous productivity of industrial technology and European's growing affluence now created the need for extensive raw material and agricultural products.
- Europe needed to sell its own products and saw the social benefits to foreign markets.
- Imperialism promised to solve the class conflicts of an industrializing society while avoiding revolution or the serious redistribution of wealth. (Original: p. 560-561; With Sources: pp. 879-880)

3. What were the criteria by which Europeans judged both themselves and the rest of the world? They unlocked the secrets of nature, created a society of unprecedented wealth, and used both to produce unsurpassed military power. (Original: p. 563; With Sources: p. 881)

4. What contributed to changing European views of Asians and Africans in the 19th C.?

- With the industrial age, Europeans developed a secular arrogance that fused with or in some cases replaced their long-standing notions of religious superiority.
- Europeans viewed the people through the lens of racism that had been expressed in terms of science.
- Europeans saw themselves as superior in a social hierarchy.
- Darwinism served to “weed out” the weaker peoples of the world. (Original: p. 563; With Sources: pp. 881-882)

5. In what ways was China a victim of its earlier success?

- Overpopulation and agricultural production couldn't keep up.
- China's centralized bureaucracy didn't enlarge itself to keep up with the growing population.
- It couldn't effectively deal with the tax collection, flood control, social welfare, and public security. (Original: p. 565; With Sources: p. 883)

6. What was the culmination of China's internal crisis by 1850? Why?

The Taiping Uprising between 1850-1864. Its leaders rejected Confucianism, Daoism, and Buddhism alike, finding their ideology in a unique form of Christianity instead. (Original: p. 565; With Sources: p. 883)

7. What did the revolutionary leaders insist on changing?

They called for abolition of private property; a radical redistribution of land; the equality of men and women; the end of footbinding, prostitution, and opium smoking; and the organization of society in segregated military camps of men and women. (Original: p. 566; With Sources: p. 884)

8. What destroyed the revolutionary rebels?

Qing loyalists had Western military support, and provincial gentry landowners mobilized their own armies. (Original: p. 566; With Sources: p. 884)

9. What were the consequences of saving the Qing Dynasty?

- The conservatism of both imperial authorities and their gentry supporters postponed any resolution of China's peasant problem, delayed any real change for China's women, and deferred any vigorous efforts at modernization until the communists came into power in the mid-twentieth century.
- It disrupted and weakened China's economy.
- Vast expanses of the Yangzi River Valley became vast wastelands.
- Many people had lost their lives and it was the most costly conflict in the world in the 19th C. (Original: p. 566; With Sources: p. 884)

10. How did Western pressure stimulate change in China during the 19th C. to its end?

- China was forced to import opium.
- British restrictions on Chinese sovereignty forced China to cede Hong Kong to them and to open five ports to trade.
- Fixed the tariff on imported goods to a low 5%
- granted foreigners the right to live in China under their own laws and could own land
- opened the country to Christian missionaries
- permitted Western powers to patrol some of China's interior waterways
- China lost control of Vietnam, Korea, and Taiwan.
- By the end of the 19th C., Western nations, plus Japan and Russia, all had carved out spheres of influence within China, granting them special privileges to establish military bases, extract raw materials, and build railroads. (Original: p. 567-568; With Sources: pp. 885-886)

11. What strategies did China adopt to confront its various problems during the 1860s and 1870s?

- instituted a "self-strengthening" program to rejuvenate a sagging dynasty and a failing society
- revamped the examination system with qualified candidates for official positions
- established a number of modern arsenals and shipyards
- supported foreign-language schools, translation services, and scientific personnel
- produced textiles, and steel and coal mines were expanded
- a telegraph system was initiated (Original: p. 570; With Sources: p. 888)

12. Explain the Boxer Rebellion of 1900.

It was an anti-foreign movement that erupted in northern China. Led by militia organizations calling themselves the Society of Righteous and Harmonious Fists, the "Boxer" killed numerous European and Chinese Christians and laid siege to the foreign embassies in Beijing. When Western powers and Japan occupied Beijing to crush the rebellion and imposed a huge payment on China as a punishment, it was clear that China remained a dependent country, substantially under foreign control. (Original: p. 570; With Sources: p. 888)

13. Why was the Ottoman Empire known as "The Sick Man of Europe"?

By the end of the 19th century, the Ottoman Empire was no longer able to deal with Europe from a position of equality, let alone superiority. It was unable to prevent region after region from falling under the control of Christian powers. (Original: p. 571; With Sources: p. 889)

14. What two forces helped to diminish the size of the Ottoman Empire?

Foreign aggression and nationalist movements. (Original: p. 572; With Sources:)

15. What were the political and economic problems of the Ottoman Empire?

Politically, the central state had weakened and couldn't raise revenues, as provincial authorities and local warlords gained great power. Additionally, the Janissaries—the elite military corps of the Ottoman state—had become reactionary defenders of the status quo whose military ineffectiveness was obvious; and foreign consuls granted privileges to Ottoman citizens (Jews, Greeks, Armenians) which effectively removed them from Ottoman control.

Economically, there was a huge technological gap with the West; commerce diminished as Europeans achieved direct oceanic access to the East; competition from European manufactured goods led to protesting foreign imports; and foreign merchants were immune from Ottoman laws. (Original: p. 573; With Sources: p. 891)

16. Compare Ottoman Empire reforms with China during the 19th century.

The Ottoman's program of defensive modernization was earlier, more sustained, and far more vigorous than the timid and half-hearted measures of self-strengthening China. Ottomans had no internal upheaval as did China with the Taiping Uprising. The Ottoman's experienced nationalist revolts on its periphery, rather than rebellion at the center. There was no great population growth in the Middle East as there had been in China. Lastly, the long-established Ottoman leadership was Turkic and Muslim, culturally similar to its core population whereas Qing dynasty rulers were widely regarded as foreigners from Manchuria. (Original: p. 573; With Sources: p. 891)

17. In what ways did the Ottoman state try to *reform* itself in its attempt to modernize?

- Sultan Selim III attempted to set up new military and administrative structures beside traditional institutions.
- Selim sent ambassadors to European courts to study administrative methods, imported European advisors, and established technical schools.
- Tanzimat reforms, after 1839, sought to provide the economic, social, and legal foundations for a strong and newly recentralized state.
- The long process of modernization began with factories producing cloth, paper, and weapons; modern mining operations; reclamation and resettlement of land; telegraphs, steamships, railroads, and modern postal service; Western-style law codes and courts; and new elementary and secondary school. (Original: p. 574; With Sources: pp. 892-893)

18. Explain the “Young Ottomans” urgings of Islamic Modernism.

Young Ottomans believed that Muslim societies needed to embrace Western technical and scientific knowledge while rejecting its materialism, to overcome backwardness and preserve the state against European aggression. Furthermore, they believed it was possible to find in Islam itself the basis for freedom, progress, rationality, and patriotism. It wasn't necessary to choose between Western-style modernity and Islam. The growing influence of the Young Ottomans was reflected in the adoption of a short-lived constitution for the empire in 1876, which limited the authority of the sultan and established a representative government. (Original: pp. 575-576; With Sources: p. 893)

19. How did Sultan Abd al-Hamid II rule the Ottoman Empire (1876-1909) after he had taken office?

He was a reactionary, autocratic leader who defined the empire as a despotic state with Pan-Islamic identification. He suspended the constitution and purged his government of the more radical reformers. He suppressed liberal and nationalist sentiments, though he continued many of the educational, economic, and technical reforms of the earlier era. He bolstered his authority by claiming that the Ottoman rulers were caliphs, speaking for the entire Islamic community. He restored the Ulama to a position of prestige and re-introduced the distinction between Muslim and non-Muslim subjects. (Original: p. 576)

20. What did the Young Turks do to oppose the revived despotism of the Sultan?

Opposition to this revived despotism surfaced among both military and civilian elites known as the Young Turks. They largely abandoned any reference to Islam and advocated instead a militantly secular public life. Some among them began to think of the empire as neither a dynastic state nor a Pan-Islamic empire, but rather as a Turkish national state. A military coup in 1908 allowed the Young Turks to exercise real power. They pushed for a radical secularization of schools, courts, and law codes; permitted elections and competing parties; established a single Law of Family Rights for all regardless of religion; and encouraged Turkish as the official language of the empire. They opened up modern schools for women, allowed them to wear Western clothing, restricted polygamy, and permitted women to obtain divorces in some situations. (Original: p. 576; With Sources: p. 893)

21. Compare the outcomes of China and the Ottoman Empire by the twentieth century.

(With Sources: p. 894:)

China	Similarities	Ottoman Empire
<ul style="list-style-type: none"> • The collapse of the imperial system was followed by a vast revolutionary upheaval that by 1949 led to a Communist regime within the territorial space of the old empire. • China's 20th C. revolutionaries rejected traditional Confucian culture far more thoroughly than the secularizing leaders of modern Turkey rejected Islam. • China had a more elitist and secular outlook of Confucianism. 	<ul style="list-style-type: none"> • Both had experienced the consequences of a rapidly shifting balance of global power. • As "semi-colonies," neither was able to create industrial economies or strong states. • Both gave rise to new nationalist conceptions of society. • Both empires had collapsed. 	<ul style="list-style-type: none"> • The collapse of the Ottoman Empire after WWI led to a creation of a new but smaller nation-state in the Turkish heartland of the old empire, having lost its vast Arab and European provinces. • Almost everywhere in the Islamic world, traditional religion retained its hold on the private loyalties of most people and later in the 20th C. became a basis for social renewal in many places. • It had many independent centers and was never closely associated with a single state. • It was embedded in a deeply religious tradition.

22. What was the chief task of the Tokagawa shogunate?

It was to prevent the return of civil war among some 260 rival feudal lords, known as daimyo, each of whom had a group of armed retainers, the famed samurai warriors of Japanese tradition. (Original: p. 578; With Sources: p. 895)

23. Explain the role of the daimyo under the Tokagawa shogunate (1600-1850).

The shoguns regulated internal travel of the daimyos and required them to spend alternate years in the capital of Edo. Powerful daimyos retained autonomous independence in their own domain and

operated like independent states with separate military forces, law codes, tax systems, and currencies. As a result, Tokagawa Japan was not unified. (Original: p. 578; With Sources: p. 895)

24. With no national army, no uniform currency, and little central authority, how did the Tokagawa regime stabilize the country?

It issued highly detailed rules governing the occupation, residence, dress, hairstyles, and behavior of the four hierarchically ranked status groups into which Japanese society was divided—samurai at the top, then peasants, artisans, and, at the bottom, merchants. (Original: p. 578; With Sources: p. 895)

25. In what ways was Japan changing during the Tokagawa era?

- Samurai evolved into a salaried bureaucratic or administrative class.
- Centuries of peace contributed to a remarkable burst of economic growth, commercialization, and urban development.
- Japan had become the world's most urbanized country.
- Education was encouraged and this generated a high literacy rate.
- Many merchants from the lowest-ranking status group prospered in the new commercial environment and supported a vibrant urban culture, while many daimyo found it necessary to seek loans from these social inferiors. Thus, merchants had money, but little status, whereas samurai enjoyed high status but were often indebted to inferior merchants.
- Many peasants moved to the cities, becoming artisans or merchants and imitating the ways of their social betters.
- Corruption undermined the Tokagawa regime.
- Increasing waves of local peasant uprisings and urban riots expressed the many grievances of the poor. Original: p. 578-579; With Sources: pp. 895-896)

26. In what ways did the Japanese modernize under the Meiji restoration?

- Abolished the daimyo and replaced it with a system of prefectures (districts), whose appointed governors were responsible to the central government
- Government collected the nation's taxes and raised a national army based on conscription (draft) from all social classes
- Dismantled the samurai as class restrictions on occupation, residence, marriage, and clothing were abolished, and almost all Japanese became legally equal as commoners
- Limitations on travel and trade fell. Knowledge about the West was sought out regarding science and technology,; its various political and constitutional arrangements; its legal and educational systems; its dances, clothing, and hairstyles. Hundreds of students were sent to study abroad.
- Japan proceeded to borrow more selectively and to combine foreign and Japanese elements in distinctive ways. The constitution of 1889 drew heavily on German experience, introduced an elected parliament, political parties, and democratic ideals, but that constitution was presented as a gift from a sacred emperor descended from the Sun Goddess.
- Parliament could advise, but ultimate power, and particularly control of the military, lay with the emperor and with an oligarchy of prominent reformers acting in his name.
- The government took over and modernized Tokagawa and daimyo enterprises, such as iron foundries, munitions plants, and dockyards.
- It established modern factories to produce cement, chemicals, glass, sugar, and silk and cotton goods. It also opened mines, built railroads, and established postal, telegraph, and banking systems. (Original: p. 581-583; With Sources: pp. 898-900)

27. What was the view of those who directly experienced Japanese imperialism in Taiwan or Korea? They had a less positive view, for its colonial policies matched or exceeded the brutality of European practices. In the 20th C., China and much of Southeast Asia suffered bitterly under Japanese imperial aggression. (Original: p. 585; With Sources: p. 902)