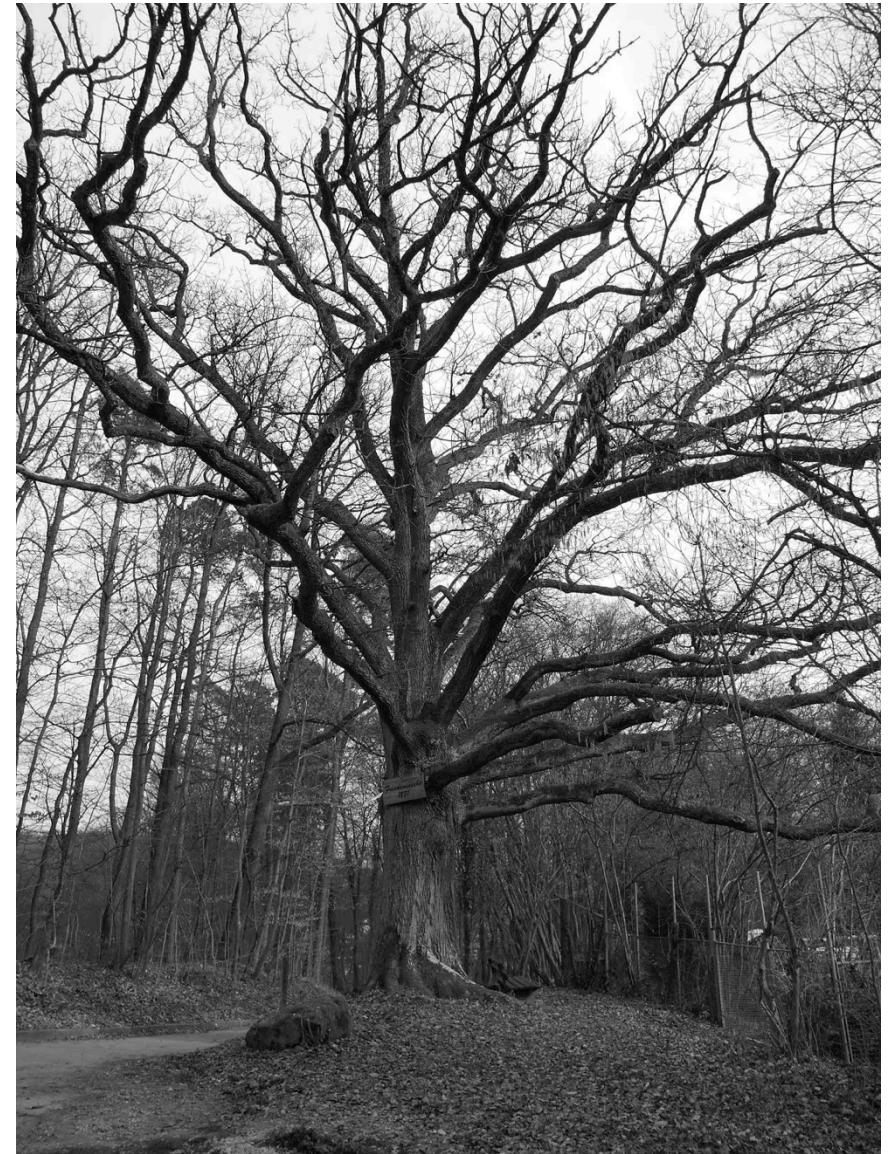


# Transitions

- Narratives
- Empire
- Eras of global exchange



Unity Oak Tree in Germany, planted 1871 (my photograph, 3/2015)

# Announcements

- Discussion: *No Longer at Ease* on Tuesday
- Map assignment due Thursday, 9/1

# Nationalism, Imperialism, and the Legacies of Empire

GS 200. Thursday,  
August 25, 2015

# Objectives

- Discuss concept of nationalism
- Explore the motivations for modern empires
- Investigate the downfall and legacies of empire

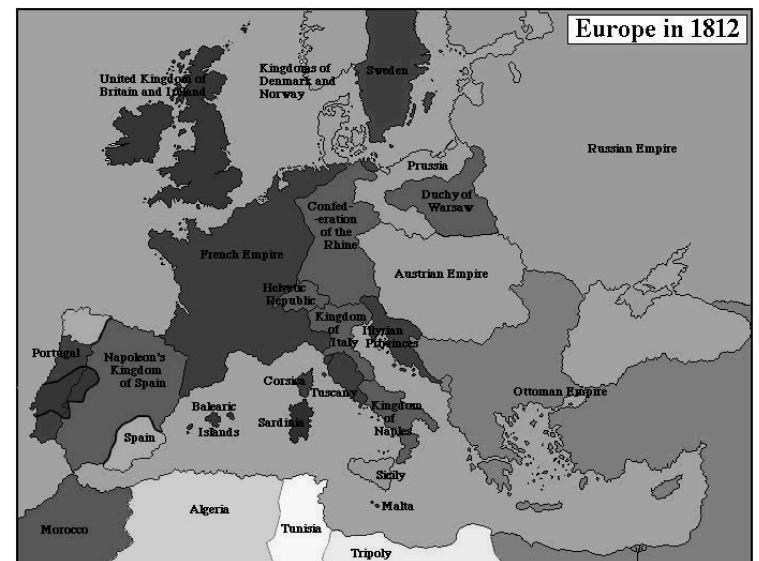
# “Nationalism”

- What is a “nation-state”?
- What is nationalism?
- How did/does nationalism develop?



# The “Birth” of Nationalism

- Late 18<sup>th</sup> and early 19<sup>th</sup> century
- Response to political developments
  - US Declaration of Independence
  - French Revolution and Napoleon-era Europe
  - Formation of “nation-states” in 19<sup>th</sup> century
    - Germany (unification 1864 - 1871)
    - Italy (unification 1815 -1871)
- Mobilize masses toward a common identity and cause
  - *Unity and sacrifice*

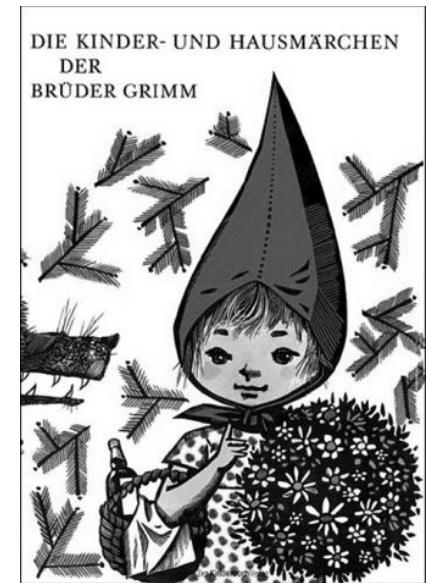


# “Imagined Communities”

- What is an imagined community? How do we imagine a community?
- Invented Traditions
  - “Constructed,” but “real”
- “Simultaneity”
- A “Communion”
  - Elements of the “sacred,” the “religious” (in a secular sense)

# How can national identity be “constructed” and “imagined”?

- Find “common” texts with which all can identify
  - Role of language
  - Shared virtues and values
- “Civics” courses
- Rituals and holidays



I cannot tell a lie...



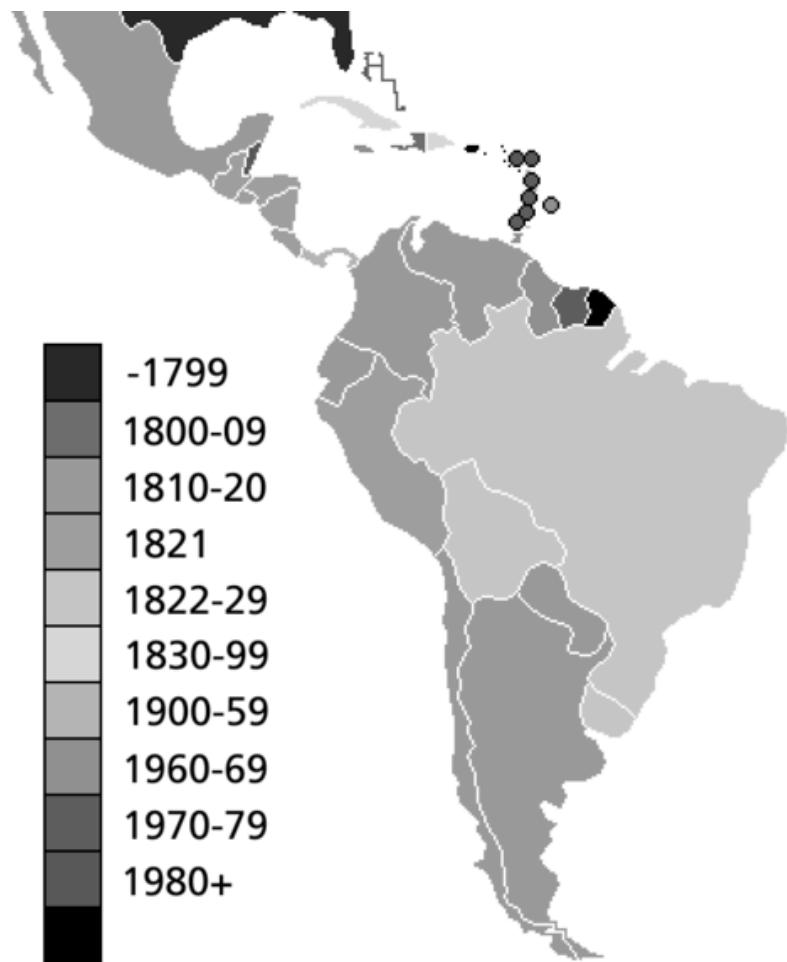
(AP PHOTO/FILE)

# Significance of nationalism and the national “imagined” community

- Means for creating a shared identity and unity
  - Willingness to sacrifice for this identity and unity
- If every “nation” thinks that it is the best...
  - Competition among nation-states
    - For land, resources, prestige, etc.
- Example of World War I
  - Preserve power and resources
  - National pride at stake

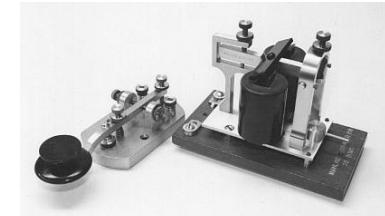
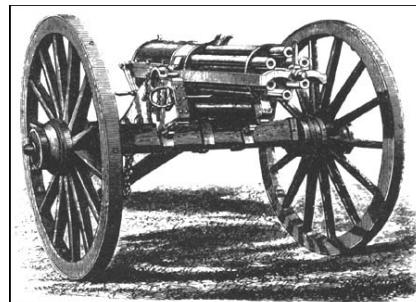
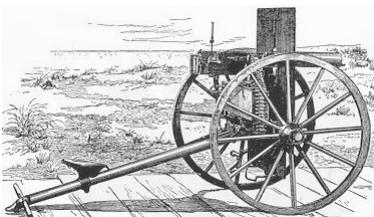
# A New Era of Imperialism

- By the 19<sup>th</sup> century:
  - Independence for most colonies in the Americas
- But other areas emerge and re-emerge for focus...
  - Africa and Asia



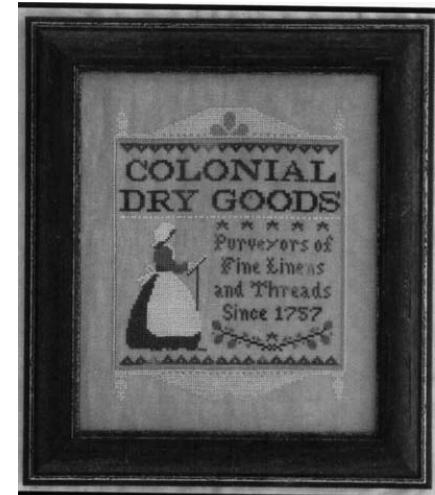
# A New Era of Imperialism, cont.

- Know-How/Experience
- Impact of Industrial Revolution
  - Rapid pace
  - Tools for control
    - Transportation
    - Communication
    - Weapons
- More thorough control
  - Not just establish trading posts, but “colonies”
  - Occupation
  - Greater administrative control over more vast territories



# Economic Motives for Imperialism

- Continued interest in trade
  - Raw materials (industrialization)
  - Domestic markets
- 
- Destination for migrants
  - Markets for manufactured products
  - Entrepreneurial adventures



# Political Motives for Imperialism

- Geopolitics
- Competitive nationalism
  - “Great Game”
- Domestic nationalism



# Motive for Imperialism: “The Civilizing Mission”

- ▶ “Civilize” less fortunate races and territories
  - ▶ Christianity
  - ▶ Political/social order
  - ▶ Technology and Science
- ▶ Cecil Rhodes: “We are the finest race in the world, and the more of the world we inhabit, the better it is for the human race.”
- ▶ “White Man’s Burden”  
-- Rudyard Kipling,  
1899



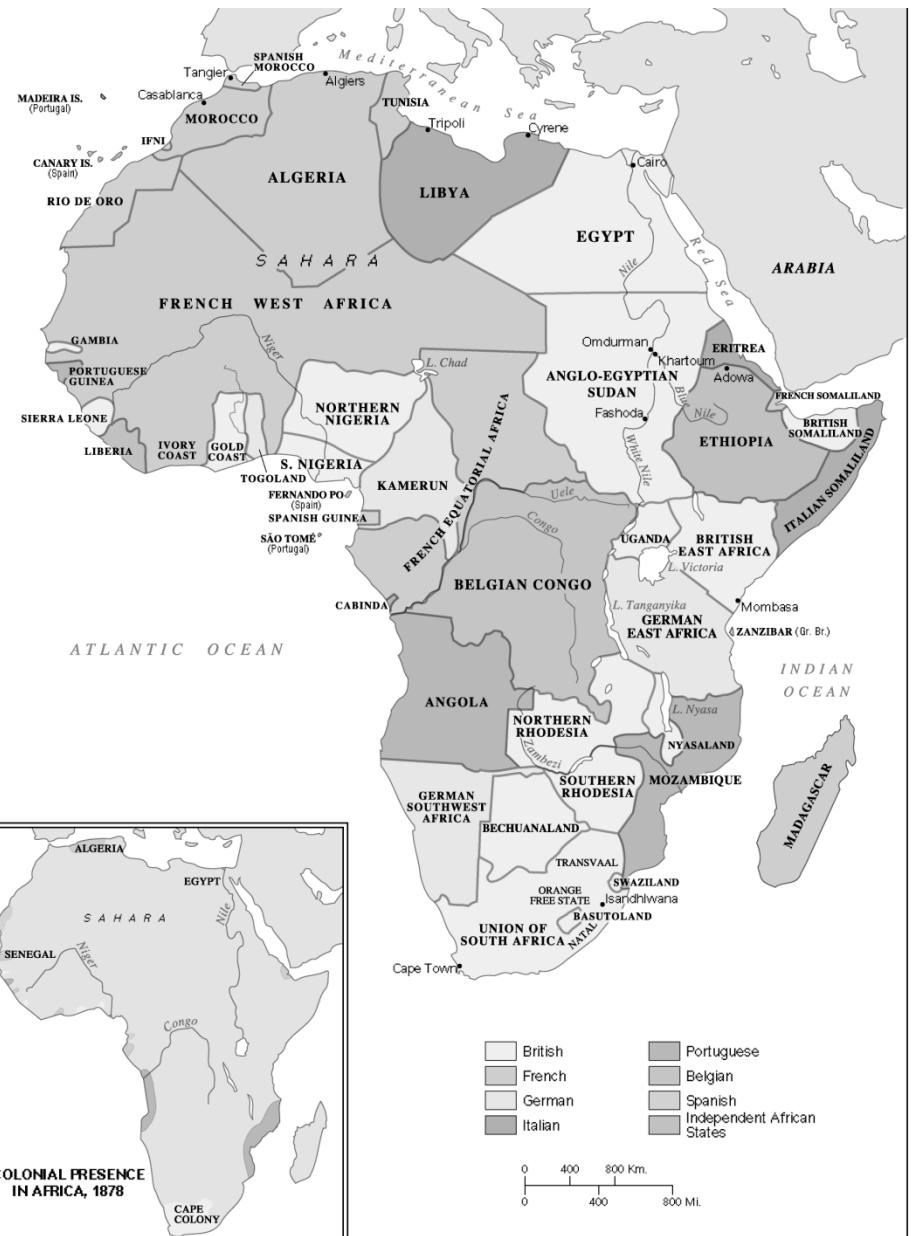
Cecil Rhodes stands astride the whole of Africa.

# Discussion

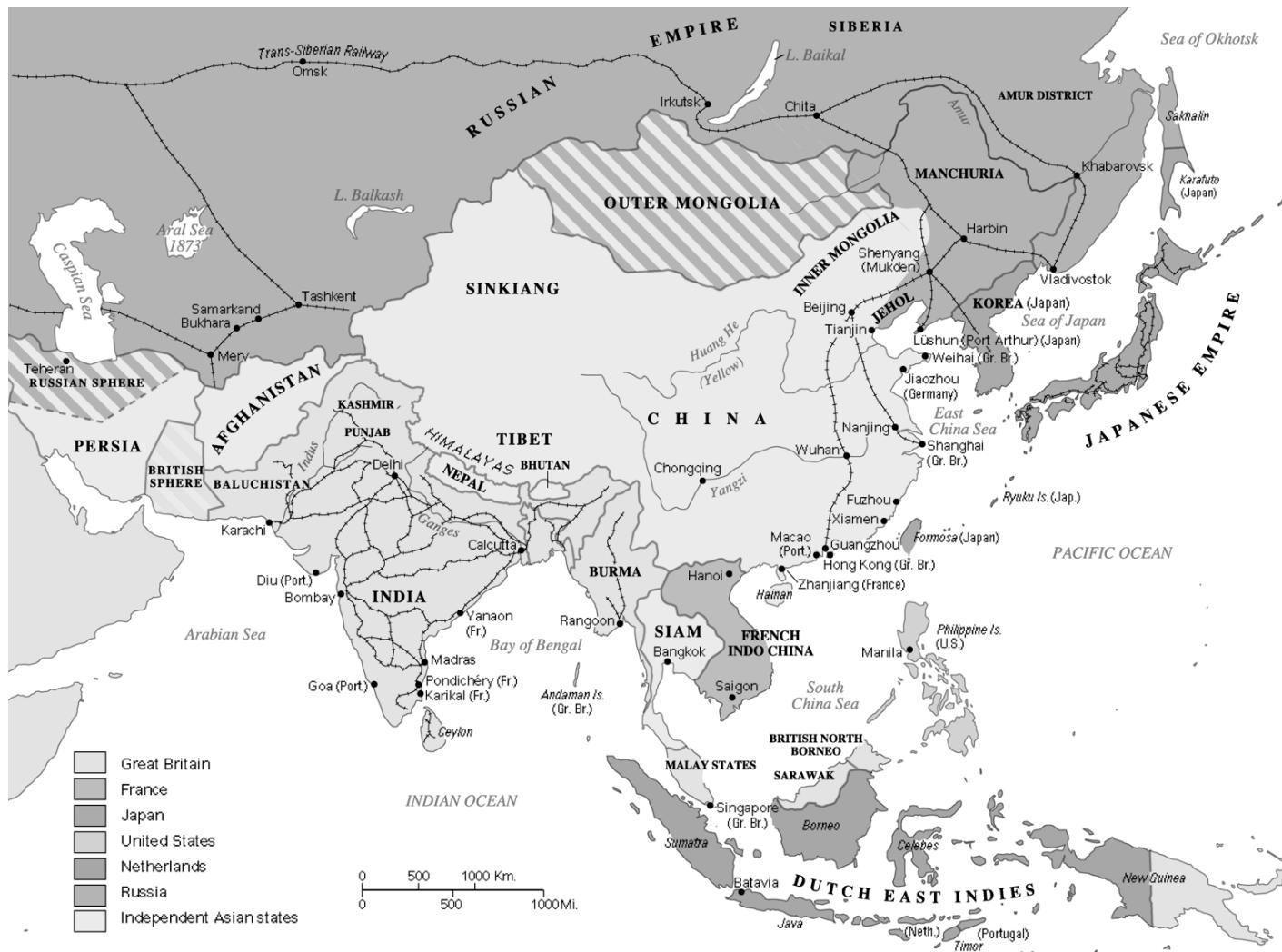
- Ferry, “On French Colonial Expansion”
- Paton and Steel, “British Missionary Letters”
- Questions:
  - 1) What struck you as particularly interesting in the texts and why?
  - 2) How much idealism do you see in the texts? How much “rational” thought?

# Scramble for Africa, 1880s-1914

- Before 1870s: little European presence
- “Berlin West Africa Conference” (1884-85)
- 1900: Entire continent colonized

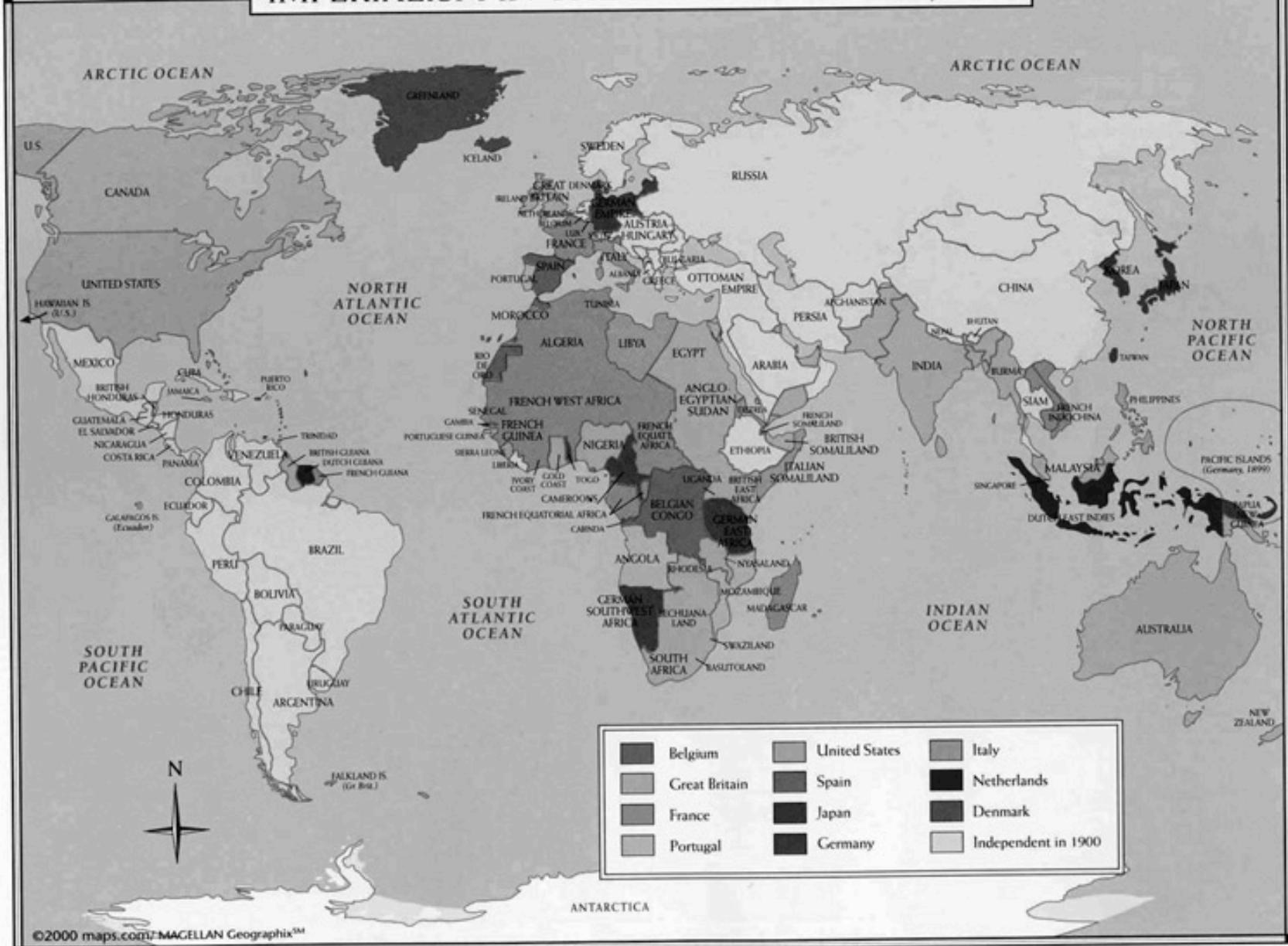


# Imperialism in Asia

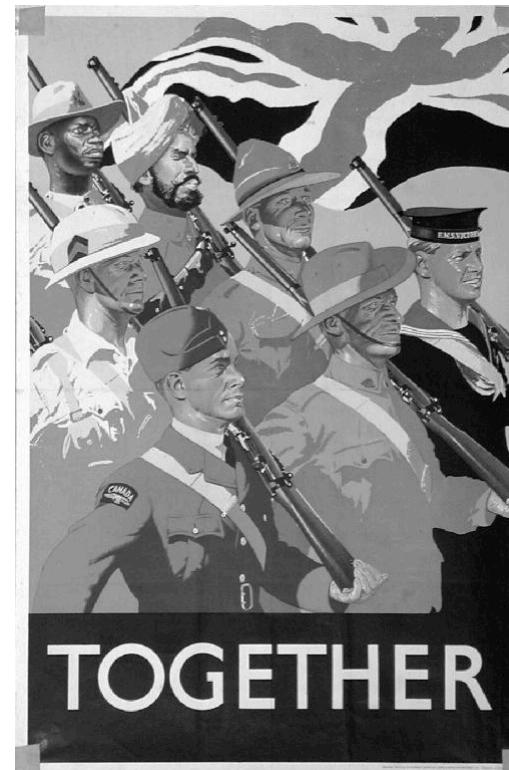


# IMPERIALISM IN THE MODERN WORLD, 1900

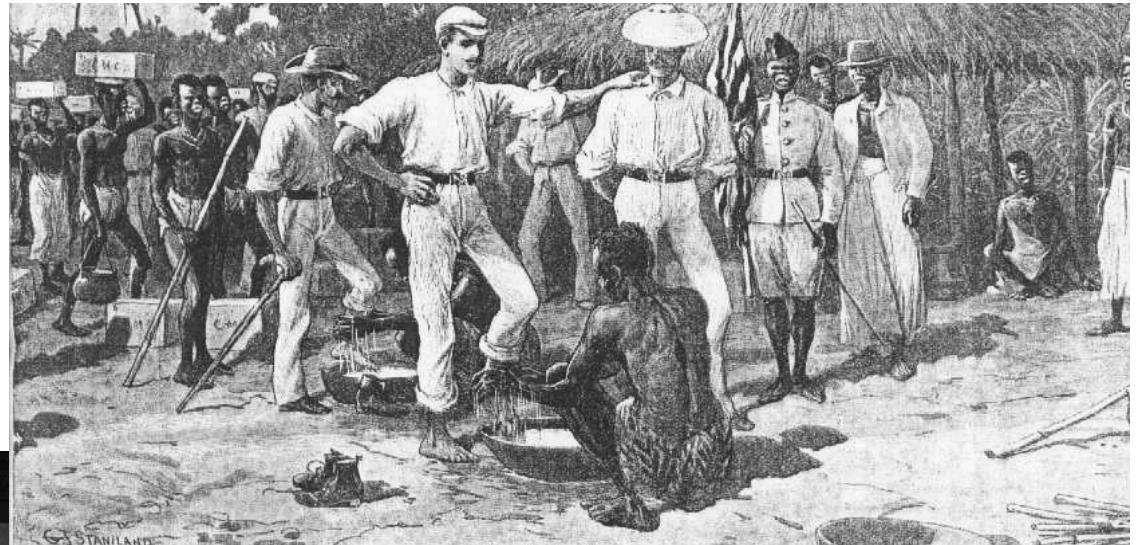
- 33 -



# Empire and the imagined national community



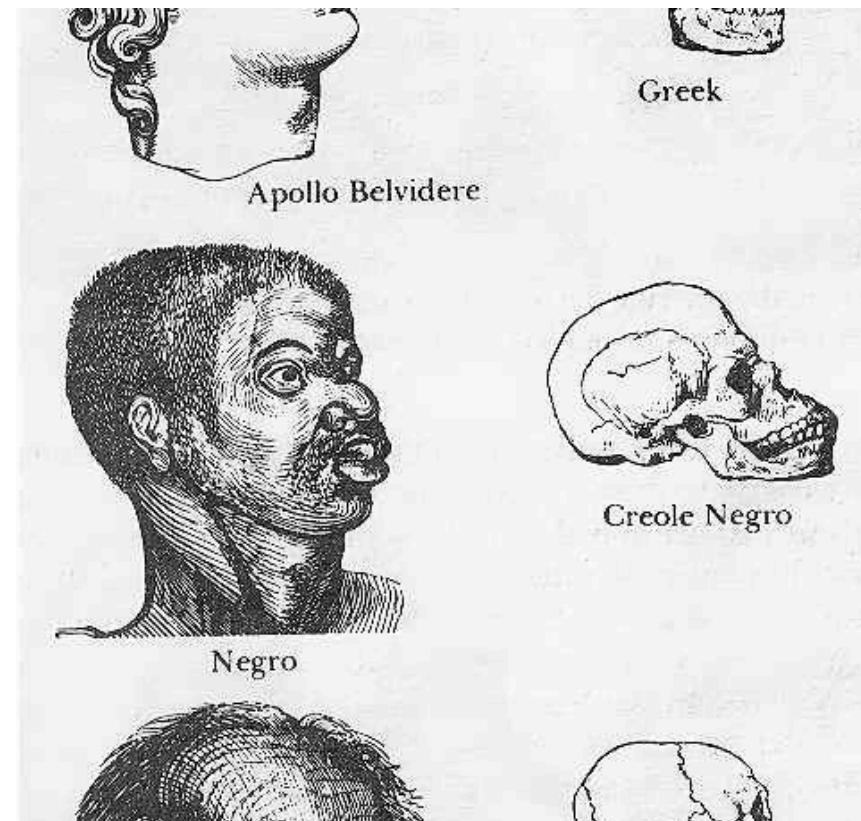
# Subjugation and humiliation



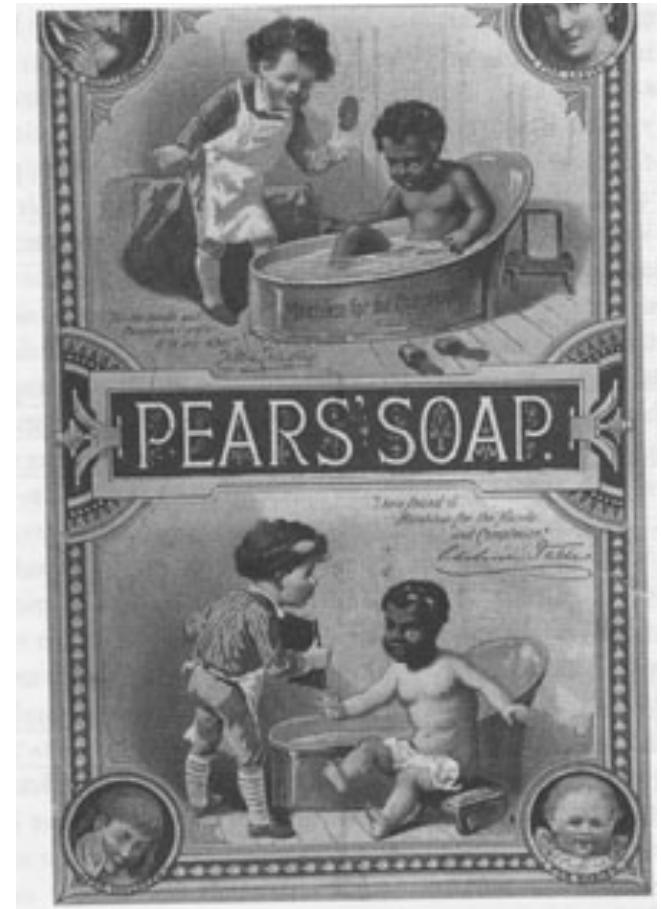
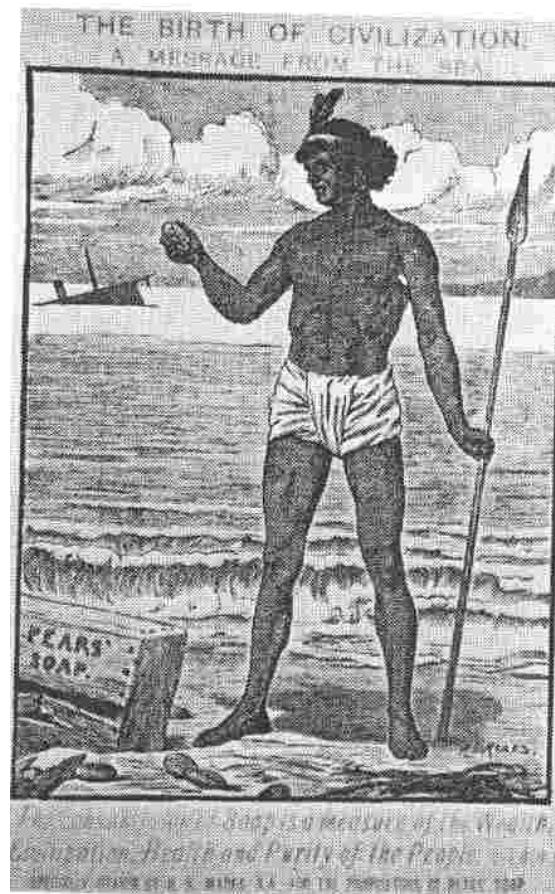
The “Unequal Treaties” with China

# Racism and Imperialism

- ▶ “Social Darwinism”
- ▶ Inferior “state of nature” up to superior “civilization”
  - Europe = top
  - Africa = bottom
- ▶ “Scientific racism”
- ▶ Language: “dark peoples” - “dark continent”
- ▶ “Popular discourse” (next slides)

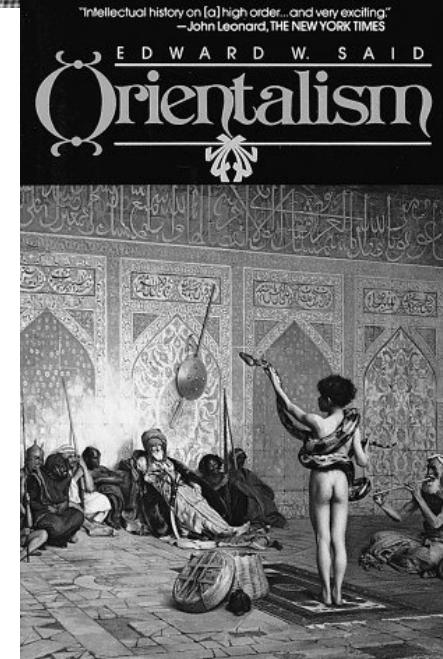


# Iconography of Race and Imperialism



# *Orientalism*

- Edward Said (1935-2003)
  - Born in Jerusalem; American of Christian-Palestinian descent
  - Orientalism (1978)
    - Seminal work in Post-Colonial studies
    - HIGHLY controversial
- Interview, part 1
  - [http://www.youtube.com/watch?v=yH2T6a\\_2gBo](http://www.youtube.com/watch?v=yH2T6a_2gBo)
- Interview, part 3
  - <http://www.youtube.com/watch?v=CBSy5VfXBoQ&feature=related>



# Colonialism and Underdevelopment

- Single-minded goal: “wringing value out of possessions” (Frieden, *Global Capitalism*, 87-88)
  - Goal: maximize profits, not develop local economy
- Settler colonies – depended on separate and unequal treatment of local population
  - Restriction of prosperity to themselves and close allies
  - No prospect for “broad-based” growth

# A Turning Point? 1905 Russo-Japanese War



# The End of Empire

- Aftermath of World War I
- Short and long term effects of WWII
- Costs of colonies too high
- Continuing and growing independence and nationalist movements within colonies
- Two superpowers, US and USSR, after WWII, both dedicated to the overthrow of empire (sort of...)
- Result: “Decolonization”



# Independence (examples)

- India and Pakistan (1947)
- Vietnam (1945\*, 1954\*\*, 1975\*\*\*)
- Indonesia (1945\*, 1949)
- Ghana (1957)
- Nigeria (1960)
- Algeria (1963)
- Angola (1975)

\*Declaration of Independence

\*\*North Vietnam / South Vietnam

\*\*\*Unification

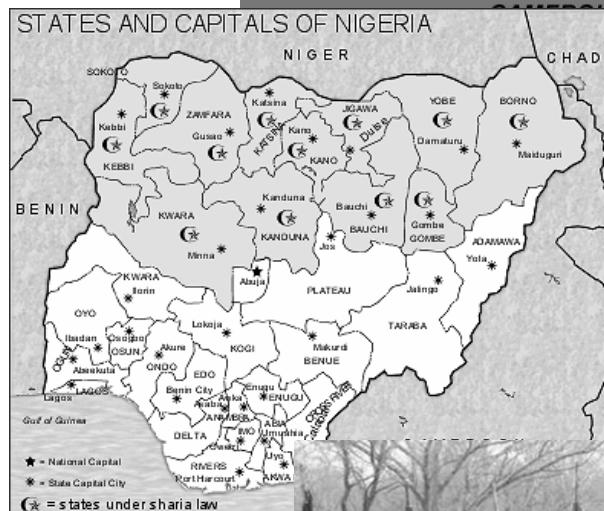
# Problems of Decolonization Process

- Subjugation to independence
- Control and legitimization
- Borders and unity
- Infrastructure
- Level of education
- Economic challenges
- Role of the “ways” of the former colonial power and dealing with the “Master Discourse of Colonialism”
  - Examples: Educational systems and language



# Case Study: Nigeria

- MANY ethnic and religious groups (300)
- North/South divide
- Military dictatorships, wars, insurgencies, violence, democracy
- Oil wealth / Corruption
- Inequitable distribution of country's wealth



Economic Inequities Photos

# Conclusions and Reminders

## Conclusions

- Imagined Communities
- Goals and consequences of Empire
- Legacies of Empire and the Struggles of Independence (De-Colonization)

## Reminders

- Discussion: *No Longer at Ease* on Tuesday
- Map assignment due Thursday, 9/1