Chapter 23
Responding to Western Imperial Ambitions to 1914

People
Matthew Perry: a United States naval Commodore who sailed to Japan and forced two ports open for trade.
Fukuzawa Yukichi: a Japanese intellectual who travelled to Europe and the United States, then urged the Japanese to adopt Western ways and Christianity.
Victoria: British Queen and ruler of India as its Empress, after the British government took control of subcontinent.
Rabindranath Tagore: an Indian writer who saw no reason for shame in India’s cultural differences from England.
Bal Gangadhar Tilak: a Hindu nationalist who was critical of moderation of the Indian National Congress.
Pablo Picasso: most influential Western artist of the twentieth century, was inspired by ancient and African art.
Muhammed Ali: governor of Egypt and a reformer, but he abandoned reforms to establish a dynasty.
Abdul Hamid II: Sultan of the Ottoman Empire, who agreed to reforms but later dropped them, and was deposed after a revolution.
Ahmed Midhat: an Ottoman writer of many books; publicist for Sultan, promoting some Westernization.
Porfirio Diaz: President of Mexico who promoted economic growth, but life for peons got worse.

Terms
unequal treaties: diplomatic arrangements that gave Western powers access to Asian markets.
Meiji Restoration: government authority was returned to the Emperor to rebuild Japanese state.
Self-Strengthening Movement: a modernizing of China’s economy, diplomacy and military from within, using elements learned from the West.
Boxers: a secret society in China that practiced martial arts to destroy missionaries and converts.
Swadeshi Movement: a nationalist economic boycott of British-made textiles in favour of cloth produced in India.
Mahdi revolt: resistance to European rule in the Sudan.
Boers: Dutch farmers who settled in the Cape Colony of southern Africa, then fought the English.
Tanzimat: the period from 1839–1876 in which the Ottoman Empire transformed into a centralized state and mass mobilizations.
Young Turks: army officers who led a revolution in support of a constitutional government, then set up a centralized, Westernized and nationalistic system.
1. • Peary forcefully ended self-imposed isolation.
   • Japanese had to accept the “unequal treaties.”
   • Decentralized shogunate was incapable of any strong response.
   • Japan chose to transform itself into an imperial power.

2. • “Revere the Emperor, Repel the Barbarian,” (Japanese superiority).
   • “Eastern ethics and Western science,” (selective adoption).
   • A more thorough Westernization, (Western superiority).

3. • Self-Strengthening Movement accepted the influence of foreigners.
   • Revolt of 1900, “Boxer Rebellion,” of Chinese traditionalists and secret society.
   • Defeat in Sino-Japanese War of 1895 led to willingness to accept reforms.
   • The monarchy was unable to cope, and was overthrown in 1911.

4. • Lack of political liberty in practice.
   • Continual violence.
   • Degraded state of the poor.
   • Conflicts among religious sects.
   • Condition of women.
   • European society lacked warmth, openness, and affection – too formal and materialistic.

5. Queen Victoria of England
   • She promised her subjects that treaties would be respected, and no more territory annexed.
   • She oversaw less interference in the lives of local people; change was to happen slowly.
   • She allowed them to choose local rulers, as long as they recognized her as Empress.

6. • For the most part, there was little serious resistance.
   • Exceptions:
     − 1881 Mahdi Revolt of Sudan Muslims.
     − 1896 Ethiopians defeat Italians.
7. 
• Dutch settlers had moved inland as they were pushed out of Cape Colony by the British. 
• Discovery of diamond and gold brought treasure-hunters. 
• British fought Boers in a long, tough battle. 
• Ultimately, the Boers were defeated; republics became part of the British Empire.

8. 
• Turkification: a policy to create unity in the Empire. A transcendent national identity. 
• Various ethnic groups felt threatened, and developed nationalist movements. 
• The sultan and the government forced the use of the Turkish language and culture and repressed other cultures.

9. 
He favoured adopting Western approaches, but only in some ways. He: 
• Was impressed by Europe’s “material progress.” 
• Was critical of Europe’s lack of moral development. 
• Believed progress was alright, but wanted people to remember that money is not everything.

10. 
• They were advisors to Mexican President Diaz. They were “scientists,” and provided leadership. 
• Their beliefs were based in “Positivism”: 
  − Secular government, policies based on “scientific” facts. 
  − Elites rule using censorship, force, fraud (the ends justify the means.) 
  − The hacienda system should be strengthened. 
  − Indigenous people were thought inferior, so they sought to emulate Europe.