Chapter 24

An Age of Modernity, Anxiety, and Imperialism, 1894–1914

Learning Objectives

In this chapter, students will focus on:

- The developments in science, intellectual affairs, and the arts that “opened the way to a modern consciousness”
- The difficulties faced by women, Jews, and the working class
- The political problems of Great Britain, Italy, France, Austria-Hungary, Germany, and Russia, leading up to 1914
- The effects of European imperialism on Africa and Asia
- The issues behind the international crisis in Europe
- The connection between the “new imperialism”, and the causes of World War I

Lecture Outline

I. Toward the Modern Consciousness: Developments in the Sciences
   A. The Certainty of Science
   B. Marie Curie (1867-1934) and Pierre Curie (1859-1906)
      1. Radiation
      2. Atoms
   C. Max Planck (1858-1947)
      1. Energy radiated discontinuously
   D. Albert Einstein (1879-1955)
      1. Theory of relativity
      2. Four dimensional space-time continuum
      3. Energy of the atom

II. Toward a New Understanding of the Irrational
   A. Friedrich Nietzsche (1844-1900)
      1. Glorifies the irrational
         a. Claimed humans at the whim of irrational life forces
      2. “God is dead”
         a. Critique of Christianity
      3. Concept of the superman
   B. Henri Bergson (1859 – 1941)
Chapter 24
An Age of Modernity, Anxiety, and Imperialism, 1894–1914

C. Georges Sorel (1847 – 1922)
   1. Revolutionary socialism

III. Sigmund Freud & Psychoanalysis
   A. Sigmund Freud (1856-1939)
   B. The Interpretation of Dreams, 1900
   C. The Unconscious
   D. Id, Ego, and Superego
   E. Repression

IV. The Impact of Darwinism: Social Darwinism and Racism
   A. Social Darwinism
      1. Societies are organisms that evolve
   B. Nationalism and Racism
      1. Friedrich von Bernhardi
      2. Houston Stewart Chamberlain (1855-1927)
         a. The Foundations of the Nineteenth Century, 1890

V. The Attack on Christianity
   A. Challenges to Established Churches
      1. Scientific thinking
      2. Modernization
      3. New political movements
      4. Anticlericalism
   B. Response of the Churches
      1. Rejection: Pope Pius IX, Syllabus of Errors
      2. Adaptation: modernism
      3. Compromise: Pope Leo XIII

VI. Naturalism & Symbolism in Literature
   A. Naturalism
      1. Émile Zola (1840 – 1902)
      2. Fyodor Dostoevsky (1821 – 1881)
   B. Symbolism
      1. Objective knowledge of the world was impossible
      2. Art should function for its own sake

VII. Modernism in the Arts
   A. Impressionism
      1. Camille Pissarro (1830-1903)
      2. Berthe Morisot (1841-1895)
   B. Post-Impressionism
      1. Light and color with structure and form
      2. Subjective Realism
      3. Vincent van Gogh (1853-1890)
   C. The Search for Individual Expression
      1. Photography
      2. Cubism: Pablo Picasso (1881-1973)
      3. Abstract Expressionism: Vasily Kandinsky (1866-1944)
D. Modernism in Music
1. Edvard Grieg (1843 – 1907)
2. Claude Debussy (1862 – 1918)
3. Igor Stravinsky (1882-1971)
4. Sergei Diaghilev (1872-1929)

VIII. Politics: New Directions and New Uncertainties
A. The Movement for Women’s Rights: Demands of Women
   1. Amalie Sieveking (1794-1859)
   2. Florence Nightingale (1820-1910)
   3. Clara Barton (1821-1912)
   4. Growing demands of suffragists
      a. Emmeline Pankhurst (1858-1928)
      b. Women’s Social and Political Union
      c. Publicity
   1. Peace movements
      a. Bertha von Suttner (1843-1914)

B. The New Woman
   1. Maria Montessori (1870-1952)
      a. New teaching materials
      b. Began the system of Montessori schools

IX. Jews in the European Nation-State
A. Anti-Semitism
B. Persecution in Eastern Europe
   1. Pogroms
C. Emigration
D. The Zionist Movement
   1. Theodor Herzl (1860-1904)
   2. The Jewish State, 1896
   3. Zionism

X. The Transformation of Liberalism: Great Britain and Italy
A. Britain
   1. Working Class Demands
      a. Caused Liberals to move away from ideals
   2. Trade Unions
      a. Advocate “collective ownership” and other controls
   3. Fabian Socialists
   4. Britain’s Labour Party
   5. David Lloyd George (1863-1945)
      a. Abandons laissez-faire
      b. Backs social reform measures
      c. National Insurance Act, 1911
      d. Beginnings of the welfare state

B. Italy
   1. Giovanni Giolitti (1903 – 1914)
2. Transformismo

XI. France: Travails of the Third Republic
   A. Dreyfus Affair (1895 – 1906)
   B. Rise of Radical Republicans
   C. Purge of anti-republican individuals and institutions
   D. Economic challenges

XII. Growing Tensions in Germany
   A. William II (1888-1918)
   B. Military and industrial power
   C. Conflict of tradition and modernization
   D. Strong nationalists

XIII. Austria-Hungary: The Problem of the Nationalities
   A. Parliamentary agitation for autonomy of nationalities
   B. Rule by emergency decrees
   C. Growth of virulent German nationalism
   D. Magyar agitation for complete separation of Hungary from Austria

XIV. Industrialization and Revolution in Imperial Russia
   A. By 1900 the fourth largest producer of steel
      1. Development of working class
      2. Development of socialist parties
   B. Marxist Social Democratic Party, Minsk, 1898
   C. The Revolution of 1905
      1. Russo-Japanese War, 1904-1905
      2. “Bloody Sunday,” January 9, 1905
      3. General strike, October 1905
      4. Under pressure, Nicholas II granted civil liberties and a legislative body, the Duma
      5. Curtailment of power of the Duma, 1907

XV. The Rise of the United States
   A. Shift to an industrial nation, 1860-1914
   B. 9 percent own 71 percent of wealth
   C. American Federation of Labor
      1. Included only 8.4 percent of industrial labor
   D. Progressive Era
      1. Reform
      2. Meat Inspection Act, Pure Food and Drug Act
   E. Woodrow Wilson, 1913-1921
      1. Income tax and Federal Reserve System

XVI. The Growth of Canada
   A. Dominion of Canada
      1. Quebec, Ontario, Nova Scotia, New Brunswick – 1870
      2. Manitoba, British Columbia – 1871
   B. William Laurier, 1896, first French Canadian prime minister

XVII. The New Imperialism
A. Causes of the New Imperialism
   1. Competition among European nations
   2. Social Darwinism and racism
   4. Economic motives

B. The Scramble for Africa
   1. South Africa
      a. Cecil Rhodes (1853-1902)
         (1) Diamond and gold companies
         (2) Takes the Transvaal
         (3) Attempts to overthrow the neighboring Boer Government
      b. Boer War, 1899-1902
      c. Union of South Africa, 1910

XVIII. The Scramble for Africa (cont)
A. Portuguese and French Possessions
   1. Mozambique
   2. Angola
   3. Algeria, 1830
   4. West Africa and Tunis

B. The British in Egypt

C. Belgium and Central Africa
   1. Leopold II, 1865-1909
   2. International Association for the Exploration and Civilization of Central Africa, 1876
   3. Congo
   4. French reaction is to move into territory north of the Congo River

D. German Possessions
   1. South West Africa; Cameroons; Togoland; East Africa

E. Impact on Africa

XIX. Imperialism in Asia
A. The British in Asia
   1. James Cook to Australia, 1768-1771
   2. British East India Company
   3. Empress of India bestowed on Queen Victoria, 1876

B. Russian Expansion
   1. Siberia
   2. Reach Pacific coast, 1637
   3. Press south into the crumbling Ottoman Empire
   4. Persia and Afghanistan
   5. Korea and Manchuria

C. China
   1. British acquisition of Hong Kong
   2. European rivalry and the establishment of spheres of influence

D. Japan and Korea
1. Matthew Perry opens Japan, 1853-1854

E. Southeast Asia
   1. British and French control

F. American Imperialism
   1. US and the Spanish-American War

XX. Responses to Imperialism
A. Africa
   1. New class of educated African leaders
   2. Resentment of foreigners
   3. Middle-class Africans
   4. Intellectual hatred of colonial rule
      a. Political parties and movements

B. China
   1. Boxer Rebellion, 1900-1901, Society of Harmonious Fists
   2. Sun Yat-sen (1866-1925)
   3. Fall of the Manchu dynasty, 1912, founding of the Republic of China

C. Japan
   1. Mutsuhito (1867 – 1912)
   2. Meiji Restoration
   3. Imitation of the West

D. India
   1. Costs and benefits of British rule
   2. Indian National Congress (1883)

XXI. International Rivalry and the Coming of War
A. The Bismarckian System
   1. The Balkans: Decline of Ottoman Power
   2. Congress of Berlin (1878)
   3. New Alliances
      a. Triple Alliance, 1882 – Germany, Austria, Italy
      b. Reinsurance Treaty between Russia and Germany, 1887
      c. Dismissal of Bismarck, 1890

B. New Directions and New Crises
   1. Emperor William II and a “place in the sun”
   2. Military alliance of France and Russia, 1894
   3. Triple Entente, 1907 – Britain, France, Russia
   4. Triple Alliance, 1907 – Germany, Austria-Hungary, Italy

XXII. Crisis in the Balkans, 1908-1913
A. Austria annexes Bosnia and Herzegovina, 1908
B. Serbian protest, Russian support of Serbia
C. First Balkan War, 1912
   1. Balkan League defeats the Ottomans
D. Second Balkan War, 1913
   1. Greece, Serbia, Romania, and the Ottoman Empire attacked and defeated Bulgaria
2. Serbia’s ambitions
3. London Conference

Lesson Plan

AP Standards
1. Intellectual and Cultural History
   - Changes in religious thought and institutions
   - Scientific and technological developments and consequences
   - Major trends in literature and the arts
   - Relationship to social values and political events
   - Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   - The diffusion of new intellectual concepts among different groups
   - Developments in elite and popular culture: religion, family, work, and ritual
   - Impact of global expansion on European culture

2. Political and Diplomatic History
   - The rise and functioning of the modern state
   - Relations between Europe and the world: colonialism, imperialism
   - Political elites, and the development and ideologies of political parties
   - The extension and limitation of rights, liberties, and political persecutions
   - Forms of political protest, reform, and revolution
   - Relationship between domestic and foreign policies
   - Efforts to restrain conflict: treaties, diplomacy, international organizations
   - War and conflict: origins, developments, technology, and consequences

3. Social and Economic History
   - Urbanization: transformation of cultural values, social relationships
   - The shift in social structures, and changing distribution of wealth and poverty
   - hanging definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
   - Changes in demographic structure of Europe: causes and consequences
   - Gender roles and their influence on work, social, and family structure
   - Competition and interdependence in national and world markets
   - Development of racial and ethnic group identities
Suggested Time
5 traditional classes or 3 blocks — Sections titled Post Impressionism; The Search for Individual Expression, and Modernism in Music do not cover AP material, and could be skipped if time is limited.

Assessment
See Tutorial Quiz for Chapter 24 at www.academic.cengage.com/history/spielvogel.

Glossary

Abstract painting: an attempt by artists to use forms or designs that have little connection with visual reality.

Anti-Semitism: hostility toward or discrimination against Jews.

Anticlericalism: opposition to the church’s involvement in politics; especially in the liberal-nation states of the late century.

Cubism: artistic style that used geometric designs as visual stimuli in an effort to recreate reality in the viewer’s mind.

Economic imperialism: the process in which banks and corporations from developed nations invest in underdeveloped regions and establish a major presence there in the hope of making high profits; not necessarily the same as colonial expansion in that businesses invest where they can make a profit, which may not be in their own nation’s colonies.

Impressionism: art movement that originated in France in the 1870s; artists attempted to paint their impressions of the changing effects of light on objects in nature.

Modernism: the new artistic and literary styles that emerged in the decades before 1914 as artists rebelled against traditional efforts to portray reality as accurately as possible (leading to Impressionism and Cubism) and writers explored new forms.

New imperialism: the revival of imperialism after 1880 in which European nations established colonies throughout much of Asia and Africa.

Pogroms: organized massacres of Jews.

Psychoanalysis: analytical tool developed by Sigmund Freud that allowed exploration of the unconscious.

Relativity theory: Einstein’s theory that holds, among other things, that (1) space and time are not absolute but are relative to the observer and interwoven into a four-dimensional space-time continuum and (2) matter is a form of energy (E = mc²).
Samurai: Japanese warrior-noble class.

Shogun: Japanese military governor.

Social Darwinism: the application of Darwin’s principle of organic evolution to the social order; led to the belief that progress comes from the struggle for survival as the fittest advance and the weak decline.

Suffrage: the right to vote.

Suffragists: those who advocate the extension of the right to vote (suffrage), especially to women.

Transformism: political system developed by Giolitti that transformed old political groups into new government coalitions by political and economic bribery.

Volkish thought: the belief that German culture is superior and that the German people have a universal mission to save Western civilization from inferior races.

Zionism: an international movement that called for the establishment of a Jewish state or a refuge for Jews in Palestine.

See interactive Flashcards for Chapter 24 at www.academic.cengage.com/history/spielvogel.

Lecture and Discussion Topics

1. The Emergence of Modernism in the Arts [a slide lecture].
3. The Diplomatic Background to World War I: Was War Inevitable?

Group Work Suggestions and Possible Projects

1. Ask students explore the meaning of Modernism, and then have them write an essay comparing the Modernistic movement in art, music, and literature with other cultural movements like Baroque or Surrealism, using specific artists or specific works.
2. Have students do an essay on Darwinism, bringing out the influence it had not only on society, but in other areas of human endeavor like politics and the arts.

3. Have students do a comparative essay on liberalism and how it has changed over the last two centuries.

4. If you have a small class, divide it into teams and have the teams debate the pros and cons of Western imperialism.

5. Have students discuss or debate the issue of whether or not there really was a “New Imperialism” in the late nineteenth century, and if so, what was “new” about it.

6. Ask students to examine the changes in thinking that led to the “new physics” and the “new art” of the late nineteenth and early twentieth centuries.

7. Have students examine the “Balkan question” throughout the nineteenth century up to 1914, and then discuss the possible causes that might explain why that particular region was so unsettled, disruptive, and explosive for so long (even into the twenty-first century).

8. Ask to students to consider through discussion or debate the question of who has had the greatest influence on the modern world: Charles Darwin or Sigmund Freud.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

Media Menu


Handout Masters & Black Line Transparency Masters

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

Test Bank

For an online Test Bank, see Chapter 24 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

Suggested Readings
See comprehensive list of suggested readings at the end of Chapter 24.

**Web Exercises**

See Internet Exercises for Chapter 24 at www.academic.cengage.com/history/spielvogel.

**Document Based Questions**

**Directions:** The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

...understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

**Part A:** Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

**Part B:** The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

**Question:** Using the documents and illustrations, examine the modern consciousness of the turn of the century, 1894-1914. How did the modern consciousness differ from
earlier worldviews? How did the anxieties and insecurities of the era manifest themselves?

**Background:** While many Europeans believed they had fulfilled the promises of progress by the fin-de-siècle, the turn of the century era was also one of great tension. New intellectual and artistic movements attempted to address the issues of the modern area and questioned traditional ideas.

**Part A Questions**

A. Document: Freud and the Concept of Repression
   - According to Freud, how did he discover the existence of repression?
   - What function does repression perform?
   - To what extent do Freud's theories challenge the supremacy of rationalism?
   - Why might modern psychology have its origins in the Industrial Age?

B. Illustration: Claude Monet, *Impression, Sunrise*
   - What new artistic movement sprung from works like these?
   - What is this work attempting to do?
   - In what ways was this artistic style reflective of new developments in science and psychology?

C. Illustration: Pablo Picasso, *Les Demoiselles D’ Avignon*
   - What style of painting is this?
   - Why was this painting so revolutionary?
   - In what ways is this painting a response to modern society?

D. Document: Symbolist Poetry: Art for Art’s Sake
   - How does the poem by Rimbaud reflect the Symbolist movement?
   - What are the connections between Freud and Symbolism?
   - How is symbolism a response to modern society?

E. Document: Advice to Women: Be Independent
   - What challenges does Nora Helmer make to the prevailing view of the proper role of behavior of wives?
   - Why is her husband so shocked?
   - How does Ibsen use the metaphor of the doll’s house to describe the role of women in the 19th century?
   - To what extent did industrialization reinforce traditional roles?

F. The Voice of Zionism: Theodore Herzl and the Jewish State
   - On what does Herzl base his ideas of Jewish nationalism?
   - Why did Herzl believe that a homeland was necessary for the Jews?
• To what extent was the promise of liberal modernity fulfilled for Jewish people in Europe at the turn of the century?