

CHAPTER 26

THE NEW POWER BALANCE, 1850-1900

BEFORE YOU BEGIN

This chapter links several topics discussed in previous chapters, such as nationalism, the Industrial Revolution, and trade networks together with the social, intellectual, and demographic responses to the development of women's suffrage, Marxism, socialism, labor unions, gender roles, migration, and urbanization. Students should also organize this chapter's information by geographic regions, for instance, comparing China and Japan's reactions to increasing foreign encroachment, or the degree of industrialization in Japan and the United States by 1900.

LEARNING OBJECTIVES

After reading Chapter 26 and completing this study chapter, you should be able to:

- Discuss how industry and new technologies transformed the economies, environments, societies, and politics of Western Europe, Russia, the United States, and Japan.
- Describe the role that Victorian culture played in the development of the Western world, and how it affected the daily life of women, men, and children of all classes.
- Explain how nationalism compelled people to unite with others similar to them, sometimes resulting in unification, as was the case for Germany, and sometimes resulting in splintering, as was the case for the Ottoman Empire.
- Discuss how industrialism spurred development in countries outside Europe, especially the United States and Japan, and explain the societal changes resulting from industrialization.
- Discuss how certain movement and systems – such as socialism, labor unions, the women's movement, and the US national parks – developed in response to the ills caused by industrialization and nationalism.

IDENTIFICATIONS

Define each term and explain why it is significant, including any important dates.

Commodore Matthew Perry

railroads

submarine telegraph cables

steel

electricity

Thomas Edison

Victorian Age

“separate spheres”

socialism

labor unions

Karl Marx

bourgeoisie

proletariat

anarchist

nationalism

liberalism

Giuseppe Garibaldi

Otto von Bismarck

Meiji Restoration

Empress Dowager Cixi

Boxer Rebellion

MULTIPLE-CHOICE QUESTIONS

Read the entire question, including *all* the possible answers. Then choose the *one* answer that best fits the question.

1. What country imported hundreds of railroad engineers from the United States and Great Britain to initiate their railroad system?
 - a. India
 - b. Germany
 - c. France
 - d. Japan
 - e. Russia

2. Why were the Germans the leaders in the new sciences in the nineteenth century?
 - a. Germans were the best-educated Europeans of the time.
 - b. Since Germany had few resources, it needed to develop high technology.
 - c. The German government actively supported and financed education in the sciences and the development of technology.
 - d. Nonmilitary technology could be used to develop better weapons.
 - e. Germany was the wealthiest country in Europe.

3. Electricity replaced steam engines and power belts which led to
 - a. more population overall.
 - b. railroads becoming obsolete.
 - c. the development of steel.
 - d. an “annihilation of time and space.”
 - e. increased productivity and improved worker safety.

4. What percentage of Britain’s population lived in cities in 1914?
 - a. 20 percent
 - b. 40 percent
 - c. 60 percent
 - d. 80 percent
 - e. 90 percent

5. Which of the following did *not* improve during the late nineteenth century?
 - a. Air quality
 - b. Water quality
 - c. Diet
 - d. Health
 - e. Fire protection

6. To middle-class Victorians, the home symbolized a
 - a. place of education for girls but not boys.
 - b. refuge from the dog-eat-dog world of competition
 - c. dark, depressing place that people were anxious to leave at adulthood.
 - d. place for socializing, especially for the husband.
 - e. place for socializing, especially for the wife.

7. Did technological advances, such as vacuum cleaners and washing machines, mean less work for women?
 - a. Yes
 - b. No
 - c. Middle-class women did not work at all because they had servants.
 - d. They meant more work due to the higher standards of cleanliness.
 - e. Yes, because men operated the new machines.

8. Why was teaching considered an appropriate profession for women?
 - a. Men did not want to do it.
 - b. It was not a physically demanding profession.
 - c. It was not an intellectually demanding profession.
 - d. It was seen as an extension of women's motherly duties.
 - e. Due to the new laws mandating compulsory education, large numbers of teachers were needed.

9. How did instituting laws to protect women from industrial abuse actually harm them?
 - a. It resulted in their being replaced by men in all professions but nursing and teaching – two safe professions.
 - b. It resulted in the use of children instead because they were not covered by the laws.
 - c. It resulted in women being denied access to better-paid jobs, some of which might be considered dangerous.
 - d. It resulted in labor union strikes that hurt their job security.
 - e. It eventually resulted in women leaving the workplace altogether.

10. Which of the following did Karl Marx predict?
 - a. A violent revolution by the bourgeoisie
 - b. The creation of a classless society
 - c. Industrial and governmental reforms recognizing workers rights
 - d. The end of private business's exploitation of workers' labor
 - e. Extension of suffrage to include women.

11. What finally allowed the "friendly societies" to develop into labor unions in Britain?
 - a. Abuse and exploitation of the workers.
 - b. Universal calls for the implementation of company ownership of corporations.
 - c. The abolition of British anticombination laws
 - d. Competition from foreign labor
 - e. Workers finally realized that there was a great disparity between their lifestyles and the lifestyles of the factory workers

12. Western European governments with industrial economies most successfully resisted the violent revolution predicted by Karl Marx by
- Brutally suppressing dissemination of Marx's Communist Manifesto and arresting all people who spoke favorably of the working class.
 - Bribing labor union leaders into silencing their criticisms of oppressive government practices.
 - Using the military to spy on suspected socialists and arrest socialist leaders before they could start revolutionary activities.
 - Distracting public attention from domestic problems by engaging in foreign wars of conquest.
 - Enacting universal male suffrage, which slowly turned socialists into members of the government rather than opponents of the government.
13. The unification of Germany was accomplished
- victories on the battlefield.
 - popular participation by German citizens.
 - an official act of the Prussian king.
 - default; no one else wanted a land of so few resources.
 - the conference of Versailles in 1871.
14. How did the Japanese manage to keep their country relatively free of Western imperialism?
- By making a preemptive attack on the United States.
 - By becoming a world-class industrial and military power as quickly as possible
 - By refusing to open Japan to Western trade
 - By becoming a major importer of Western goods
 - By forming an alliance with China
15. As politicians tried to use popular feelings to bolster their governments, they were usually aided by
- schools.
 - the press.
 - churches.
 - entrepreneurs.
 - workers.

16. All of the following reflected the growing power of Western countries *except* the:
- a. Russo-Japanese War.
 - b. Boxer Rebellion.
 - c. Taiping Rebellion.
 - d. development of the chemical industry.
 - e. development of electrical lighting technology.

COMPARISON CHARTS

Using information gathered from the text; fill in the blank areas of each chart with the relevant data pertaining to regions and categories listed. (Not all blank areas will necessarily be equally complete.)

DIVERSITY AND DOMINANCE

After reading “Diversity and Dominance: Marx and Engels on Global Trade and the Bourgeoisie” in your text, please answer the following additional questions.

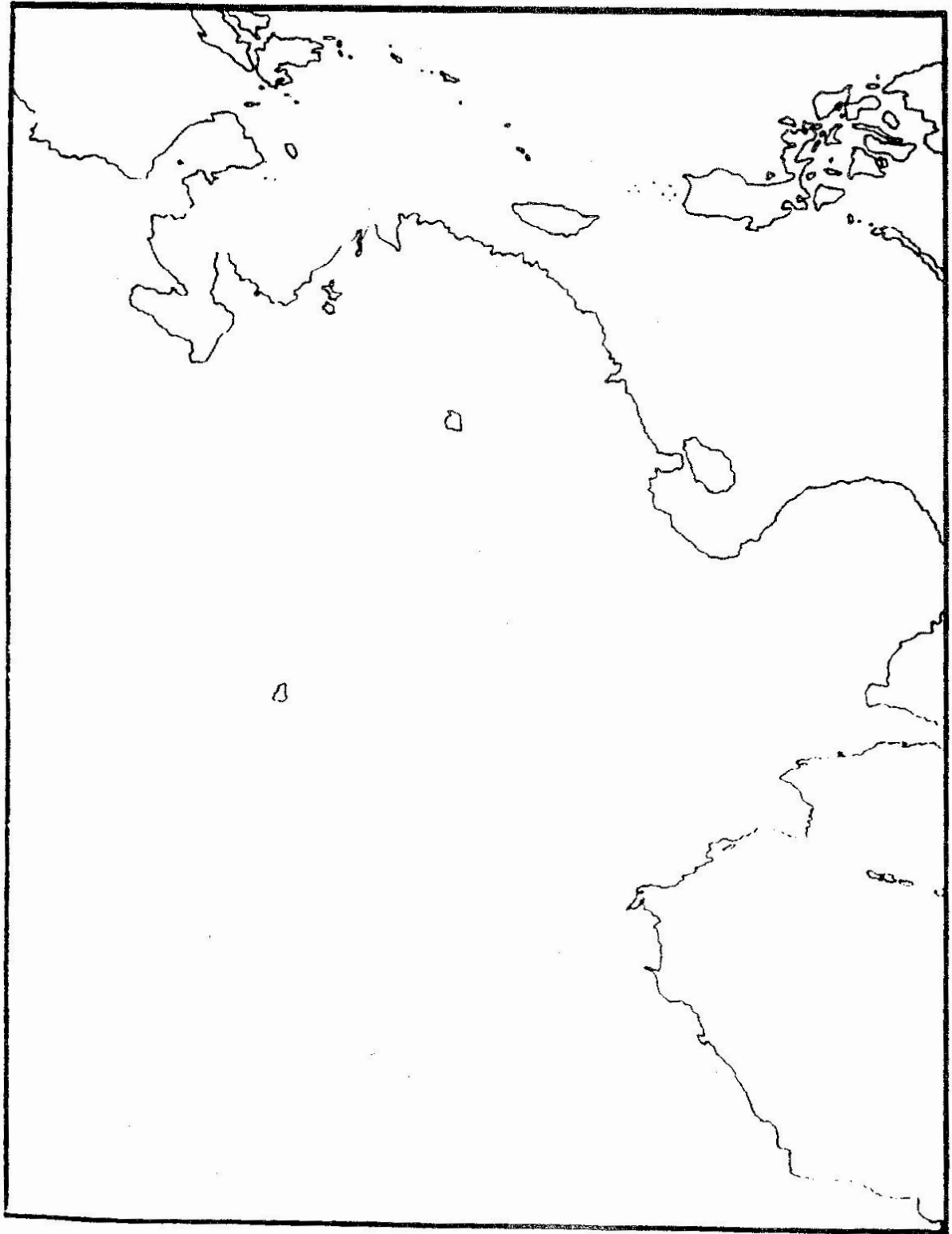
1. How do Marx and Engels characterize life in the countryside before influence by the bourgeoisie?

2. How do you think Marx and Engels would recommend that the process of the Western bourgeoisie re-creation of the world in its image to be stopped?

MAP EXERCISES

On Outline Map 26.1, shade in the areas gained by Japan from 1894 to 1910.

OUTLINE MAP 26.1



FOCUS QUESTIONS

1. How did industrialization impact the social and cultural aspects of civilization?

2. How did industrialization in the United States compare to industrialization in Japan?

3. What unwritten rules dictated which gender and which social class held which occupations?

4. What reforms of industrial society were attempted, and how successful they were?

5. How did rural peasants and the urban working class respond to the economic and political effects of the Industrial Revolution?
