Decision Making in World History

19th Century

Kevin O'Reilly

v1.0

SOCIAL STUDIES SCHOOL SERVICE

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This book is dedicated to my grandchildren, Hana, Aidan, and Naomi.

PREFACE: HINDSIGHT VS. FORESIGHT

When we study history, it is all too easy to sit in judgment of those who came before us. We read it after the fact; we see it in hindsight. Given the benefit of such 20/20 hindsight, some historical figures seem to have been very misguided or downright silly in their decisions. Why didn't they anticipate the consequences of their choices? How could they have been so shortsighted? Sports enthusiasts call this sort of analysis "Monday morning quarterbacking." However, it's not so easy to laugh at the follies of past decision makers if we are confronted with decisions in history before we learn the actual results. In such a situation, we find ourselves making some of the same mistakes that historical characters made, and we sometimes commit new errors they did not make. This method of studying history, which we might call "foresight history," is far more challenging—and engaging—than the traditional retroactive method to which we are inured.

In short, when we learn history by hindsight, we risk becoming more arrogant and complacent. If, on the other hand, we learn history by *fore*sight, by casting ourselves in the role of those historical figures and making decisions as they did—without knowing the outcome—we can learn humility and gain a great deal of empathy for them. Students in my classes constantly exclaim, "This is hard!" as opposed to, "This is boring!"

Foresight history also helps students improve key decision-making skills they will use again and again as citizens. Schools of law, medicine, business, and nursing, along with the military and many other institutions, use case-study methods, where students are forced to make decisions about a particular case and then analyze their thinking. If each of these varied disciplines values decision making so much, shouldn't we be training all our future citizens how to make good decisions?

History provides many benefits for those who study it. Historical knowledge can be liberating all by itself, letting us draw back the veil of ignorance and see the present with eyes enlightened by the past. The more knowledge of history we possess, the better we understand our societies and ourselves. Study and evaluation of primary sources, discussions of motives, debates about significance, analysis of causes and effects, and many other strategies are vital to history courses. The lessons here on decision making support and enhance these other methods of studying history, rather than replacing them with a more "practical" type of history.

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INTRODUCTION

THE *DECISION MAKING IN WORLD HISTORY* SERIES

The lessons in the books of the *Decision Making in World History* series are meant to be used independently within a standard world history course in middle school, high school, or college. The lessons have four main goals:

1. **Make History More Interesting.** Simply giving students the problems, having them make decisions, and then telling them what the people involved actually did will keep student interest high. It's exciting to make decisions before you know what the historical characters actually did. It's dynamic learning and it's open-ended. Students enjoy comparing their decisions to those of their classmates and to the decisions actually made by the historical figures. Even if you decide to use the lessons without giving instruction on how to perform the skills involved in decision making, students will still enjoy learning history this way. This increased interest should also lead to increased reading comprehension. After all, when students read their texts, they will actively search for what actually happened and will want to compare it with what they chose.

2. **Improve Decision Making through Experience.** The primary way people learn to make better decisions is through the process of making decisions, both good and bad. Students therefore become more sophisticated decision makers with every choice they make. By giving students many chances to make decisions in which they can learn from mistakes and surprises, we can speed up the process of making them savvy decision makers. For example, students who decide to have a foreign government overthrown and then see many negative consequences of their decision will think twice before trying that again and will be skeptical of such a plan if proposed in the present day. Experience itself becomes the teacher.

3. **More Complex Ethical Thinking.** Ethical questions will arise regularly, and by discussing their positions students will develop more complex moral arguments and understandings. Note, however, that these lessons are not aimed primarily at ethical reasoning. To focus primarily on ethical reasoning, consult *Reasoning with Democratic Values* by Alan Lockwood and David Harris (New York: Teacher's College Press, 1985).

4. **Improve the Use of Decision-Making Skills and Reflection on Those Skills.** While experience is an important element in helping students improve their decision-making skills, they will develop those skills even more quickly if they learn specific subskills, which can then become guidelines for thinking through decision-making problems. The instruction is based on the skills of the **P-A-G-E** model, which is outlined later in this book. One of the teaching strategies emphasizes (in the section "Reflecting on Decision Making") journal writing, in which students reflect on the problems they encounter, including how they could improve their own decision making. If you can get

students to reflect on how to improve on decisions they've just made, they will learn to be more reflective in general. Ideally, we want to train our future citizens to approach decision making by asking insightful questions, carefully probing for underlying problems, seeing a problem from a variety of perspectives, setting clear and realistic goals, and imagining consequences.

HOW TO USE THIS BOOK

Before taking a closer look at the lesson components, it is important to emphasize the following tips. It is best to use these lessons:

1. ***Before* students read about or study the topics.** If students read about the topics before they do the problems in each lesson, they may know which options worked well or poorly. That will spoil the whole decision-making experience!

2. **Individually.** These are stand-alone lessons. They are meant to be plugged into your U.S. history curriculum wherever you see fit. They are not intended as part of a sequence.

3. **Flexibly.** You can use each lesson either as a quick introduction to a historical topic or unit or as a lengthier in-depth study of the topic.

4. **To teach skills as well as history content.** These lessons focus on real historical problems and are often accompanied by pages of historical context; as such, they provide situations to challenge students' decision-making skills along with the historical background necessary to understand those situations.

LESSON COMPONENTS

Each lesson in this book includes the following components:

1. **Introduction.** The first section of each lesson includes an overview of the topic, content vocabulary, and decision-making skills emphasized in the lesson.

2. **Lesson plan.** The main part of each lesson offers suggestions for how to use the handouts, how to focus on decision-making skills, how to connect the decision problem to the larger historical context, how to use video and other supplementary sources, and how to troubleshoot problems, should any arise.

3. **Teacher notes.** This section includes notes for expanding discussion, along with information about outcomes (student versions of the outcomes are also provided—see item 6 below), references to historians and interpretations of the topic, and decision-making analysis.

4. **Sources.** This section lists the specific sources used in the lesson.

5. **Problem(s).** Each lesson provides reproducible handouts, including a vocabulary list of relevant terms and concepts, for students to use in analyzing the problem.

6. **Historical outcome of the problem.** In this section, students can read about what people in history actually did to solve the problem, along with the consequences of their decisions.

7. **Primary sources and visuals (if any).** These are integrated into the lesson itself.

Each individual decision-making challenge is referred to as a "problem." Some lessons have one problem to challenge students, while others contain numerous problems. The basic format of the lessons is problem, decision, outcome, discussion. In addition, each lesson offers handouts with several parts; you can use selected parts or an entire handout.

While decision making is the focus of the books, historical content is also very important. These lessons focus on real problems that convey powerful lessons about U.S. history, such as issues concerning taxation, foreign intervention, regulation of businesses and individuals, immigration, welfare, war, and so forth. In addition, not all of the problems come from the perspective of political leaders; many ask students to consider the perspectives of ordinary Americans, such as workers, voters, farmers, black business owners, Native Americans, and women. Including problems from the perspective of ordinary people prepares students for their roles as citizens in a democracy and encourages empathy for unfamiliar groups.

Most of the problems are brief—some as short as one paragraph—and can be used as class warm-ups that last no more than ten minutes. Even short problems, however, can be complex. Although the problems may look deceptively simple, the analysis can be complicated. You are the best judge of how much analysis to include for each problem and how much time you want to allot for each problem and discussion.

On the other hand, some problems are obviously more complicated. These problems deal with crucial turning points in history. Students will almost certainly need more background information before making decisions, and analysis of these problems could take several class periods. These more involved problems could form the organization for an entire unit of study. For example, in my classes the problem on the New Deal provides me with the bulk of the time and activities on my unit concerning the early days of Franklin Roosevelt's presidency. Students learn about the basic New Deal programs, including their advantages and disadvantages, while simultaneously working to improve their decision-making skills.

WHAT IS DECISION MAKING? *(Student Handout 1)*

Because making decisions is the focus of the lessons, it is important to look at what happens in the process of decision making. Decision making involves making a choice when there is no clear right answer. Students can derive important lessons about decision making from encountering "messy" problems like the ones in this book. Use Student Handout 1, "Guide to Thoughtful Decision Making," to introduce students to the decision-making process.

Decision Making as Experience

The most powerful way to teach good decision making is through offering students experience. People learn to make good decisions just by making decisions, period. Bad decisions are more instructive, perhaps, in making us more skeptical decision makers. Examples from the teaching profession illustrate this negative reinforcement aspect of decision making.

Teachers who place students into groups without giving specific direction quickly learn not to do that again. They learn to drop or modify those lessons that don't work well. Good teaching is basically good decision making, and good decision making is shaped rapidly by previous decisions.

Ordinary people, including students, have a tendency simply to assume their decisions will result in positive outcomes, rather than making an estimate of the probabilities of certain outcomes. Decision-making experts, on the other hand, have a much more realistic view of probabilities, due in part to their greater experience with the types of problems with which they often deal. Experience teaches us to be more realistic about outcomes. Simply encountering the problems and outcomes in this book, therefore, can help students improve their decision-making skills in general.

Targeting Decision-Making Skills

These lessons go beyond decision-making problems and their outcomes. They also provide a decision-making model and strategies for teaching the skills involved in decision making. Students learn a simple model, called **P-A-G-E,** that provides basic guidelines for making decisions. This model gives support and guidance for student decisions, allows for communication built around specific skills and a common vocabulary, and provides specific criteria for teachers to evaluate student progress on those skills.

You are crucial in this process; your role is to guide students as they encounter the decision-making problems, in what Reuven Feuerstein et al. (1980) refers to as "mediated learning." Your guidance and questions can help students make sense of what they are thinking when they make decisions about historical situations. The problems and lessons allow you to combine experience and instruction in the form of mediated learning (coaching).

Repetition in Order to Master Skills

These lessons are based on the hypothesis that several repetitions of decision-making problems and outcomes help improve decision making skills. That is, a person who has tried fifty problems will most likely have improved his or her decision-making skills more than a person who has tried only ten problems, simply because he or she has had more experiences making decisions. While you may not use all of the lessons in this book, it is a good idea to use them regularly (once or twice per week, perhaps) as warm-ups to start classes or units. The time spent on the problems will enhance students' experiences in problem solving and decision making.

Having experience with a large number of problems also provides students with more historical analogies on which they can draw. It is striking how often decision makers base their thinking on an analogy (usually a recent one) in looking for ideas to help decide a problem. Having a broader range of analogies allows students to be more skeptical of any analogy suggested, because students are more likely to think of different analogies than the ones offered.

Though many experiences with decision making will help, it is essential that you coach students and offer them time to reflect on their thinking during decision-making problems. According to a number of writers, metacognition (thinking about our own thinking) is vital to improving thinking skills, so it is important that you allow "postmortem" time after each experience for students to reflect on their thinking, either verbally or in writing. Teachers should consider having students analyze what might go wrong with their choices by asking them to consider problems before their final decision. You stop the class and tell them to imagine that it is two years later and the option they chose is a disaster. They are to discuss with their partner what went wrong. These "pre-mortem" strategies are included in several lessons. You may find it useful to take more time with some of the problems (1–3 class periods), giving time for more in-depth analysis of student thinking and the historical topics involved; perhaps two or three lessons could be used for in-depth analysis per semester.

Individual Choice Versus Historical Context

Research indicates that students generally view the role of individual choices as critical to historical events (for example, viewing Rosa Parks as an important catalyst for the civil rights movement), while professional historians stress underlying forces as more important (for example, African Americans fighting in World War II, the Cold War, etc., as important causes of the civil rights movement). Researchers argue that historical actors are constrained by historical context—much more than students probably think.

By focusing on decisions by individuals and by groups, these lessons may seem to perpetuate the overemphasis on the individual vs. historical forces. However, the lessons help students see more historical context, not less. To make good decisions, students need to learn a great deal of historical context. All of the lessons require students to ask questions about context. Each lesson includes a short outcome and a question about why students think that option was tried (e.g., "The Parliament rejected the idea of rent control. Why do you think it was rejected? What historical forces at the time led to this outcome?"). Each problem also asks students to think about the historical forces that made it difficult for the individual to make a good decision. In addition, many problems include multiple points of view, which enrich student understanding of context. Finally, students discuss the ways in which the actual decision made historically was similar to or different from the decision they made; this emphasizes the role of context in shaping individual choices.

P-A-G-E *(Student Handouts 2 and 3)*

Good decision making involves a number of subskills, but many of the subskills of decision making are difficult for students to master. To assist students in developing subskills, we have given many lessons a multiple-choice format. For example, to improve the "asking for more information" skill, some lessons include a list of questions from which students can select. To improve "identifying underlying problems," some lessons list possible underlying problems. To improve "considering other points of view," some lessons include handouts that put students in different roles (for example, looking at labor/strike problems from the point of view of workers but from that of the owners as well).

The more students can use the subskills, the more complex their thinking will be when they make decisions. A simple acronym—**P-A-G-E**—will help students recall the subskills involved in decision making. Research indicates that expert decision makers don't follow step-by-step models, so this acronym is intended to help students recollect the subskills but does not provide an actual formula for making decisions. Decision-making problems are too complex and varied for step-by-step formulas. For instance, in one problem, students need to focus on envisioning unintended consequences, while in another, historical context is more important.

Student Handouts 1, 2, 3, and 4 in the introduction will help you give students practice using **P-A-G-E.** Student Handout 1 offers a brief introduction to decision making. Handout 2 offers an explanation of the acronym as well as a short framework for the process of **P-A-G-E**. Handout 3 takes it all a step forward by giving students fuller explanations and examples of the uses of each part of the process. Handout 4 provides students a log with which they can track their decisions, thereby facilitating learning from experience.

The Problem

The first section of **P-A-G-E** focuses on analyzing the problem, explaining what some experts call "framing." Framing seems to have a variety of meanings for different people. The handout emphasizes finding the underlying problem in an attempt to keep things simple for students. It also asks, "What's really going on here?" to help students uncover underlying problems.

According to Gary Klein (1998), experts (people with a great deal of experience in a particular field, such as nursing, firefighting, or chess) "recognize" particular problems as being of one type or another. Once they make this recognition (i.e., once they frame it or represent it a particular way), experts can make very quick and successful decisions—that's why they're experts! Experts make these recognitions based on the large numbers of analogies they possess in their area of expertise. Thus, the section of the handout that discusses framing is related to the section on analogies. Experiments with expert chess players have shown that recognition is extremely important. When pieces were placed on a board in completely random fashion, experts were not better at remembering the placement than nonexperts. But when the pieces were placed in a way similar to placements in a game, experts could remember the placements with a single glance and project several possible moves.

How students see or frame a problem depends partly on how the problem is worded. To help students become more aware of wording, some problems are phrased in two different ways: for example, half the class could receive the problem worded in positive language, while the other half receives it in negative language. After students make their decisions, the class can discuss the effects of different wording on their decisions.

Was it a big factor? Political scientist James F. Voss (1998) believes that the way people perceive problems in foreign policy acts as a key variable in the decisions they make. He writes that problem representation (which is similar to framing) constrains what we do thereafter. For example, if we see a problem as a case of Communist aggression, we will make different choices than if we see it as a typical boundary dispute between neighboring countries. Questions included with some problems help students become more attuned to problem representation. The handout's section on assumptions is greatly simplified compared to the literature on assumptions, which delineates several different types of assumptions (presuppositions, working assumptions, etc.). The primary method used in these books to teach students to recognize their own assumptions is by asking them to identify which of a specific menu of assumptions they made. When they see a list of possible assumptions, they can better recognize which ones they've made. This strategy seems more effective than having students read a lengthy explanation on types of assumptions.

Ask for Information

Asking questions is crucial in good decision making. The more people know about background and context, the better they will understand the real problem. Student Handout 1 emphasizes asking questions about analogies ("How is the historical case different from this decision-making problem?"), but you should also encourage students to think of historical analogies in the first place. Students will often think about a problem in terms of a personal analogy; for example, "I don't like it when people criticize me, so it's wrong for a country to make a harsh speech against another country." Ask students where they got their ideas about what is really going on in a problem, probing for personal or historical analogies.

Goals

This section of the handout includes setting clear, realistic goals and generating numerous options for accomplishing those goals. Questions about morality have also been included in this section, because morality is related to setting goals.

Effects

The section on effects/consequences includes both long-term unintended consequences and short-term possibilities of what could go wrong. Gary Klein (1998) argues that the ability to run mental simulations—that is, to imagine what could go wrong and to imagine positive and negative consequences—is a vital skill in decision making. Every decision-making problem in this series emphasizes unintended consequences and things that could go wrong.

EVALUATION TIPS FOR STUDENT HANDOUT 5 *(Page 23)*

Here are some criteria to consider in grading the decisions students make on whether to build a new railroad in Belgium. Students need only get five criteria and need only to suggest ideas for each criterion. So, for example, you may give full credit to students who suggest any possible underlying problem or ask any reasonable question.

Recognize the Underlying Problem

1. One underlying problem is the world is changing rapidly. Countries that don't change to keep up with this changing world may be left behind.
2. A second underlying problem is the enormous cost of building a railroad. The cost is so high (several times higher than investing in a textile mill) that investors may stay away from railroad construction, even though it might be a good investment.

See the Problem from Other Points of View

1. How would ordinary Belgians see this problem? (Most Belgians would resent having to pay higher taxes but would like the increased mobility they got from the railroads.)
2. Exporters would love the railroad.
3. Neighboring countries, such as the Netherlands, might see the railroads as an economic threat to their shipping businesses.

Assumptions/Emotions

1. Students begin the problem with assumptions about the role of government. For example, some may feel that government runs things ineffectively and wastes a lot of money. Other students may feel that government actions are often the best way to address problems.

Ask about Context

1. Are there many businesses in Belgium that would use the railroad? (Yes. There are many.)
2. Are there enough potential passengers to pay for construction? (Yes. Belgium had the highest population density in Europe at the time, so there were many potential passengers.)
3. Has railroad construction been profitable in the past? (Sometimes.)
4. Has government railroad construction been profitable in the past? (There haven't been any long-term cases of that, so we don't know.)
5. How suitable is the geography in Belgium to building railroads? (It's fairly flat, but wooded with rivers.)

Ask about Sources

1. How reliable is the information in Handout 5 on costs?
2. How reliable is the information in Handout 5 on potential gains and losses?

Ask about Analogies

1. Other countries had tried railroad construction and it often failed, so it would be better not to support it in Belgium. Students should be looking for differences between England and Belgium. (The cases are different because the population density is much greater in Belgium than in Britain or other countries. Population density is a key to success of railroads. So, this looks like a bad analogy based on differences.)

What Are My Goals, and Are They Realistic?

1. Is it realistic to get prosperity to Belgium, partly by building railroads? (Yes. It isn't guaranteed to succeed, but it certainly is realistic.)
2. Is it realistic that the government can actually fund the railroad? (Yes. It did actually build the railroad.)

Generate Alternative Options

Only two options are offered in Handout 5, support the building of the railroad or oppose it. Students who think of different alternatives should tell you, and you can add those options to the list of choices. One other option is to build a canal.

Play Out the Options

1. Building the railroad will involve approval of the Belgian Parliament. Are there enough votes to pass a law authorizing the money? (Yes.)
2. What problems will be encountered in building the railroad? (Many. Building through the forest will be a challenge. Workers may go on strike. A war could break out.)
3. Not building the railroad could be a problem if a majority in Parliament wants the railroad to be built. That will cause political trouble.

Anticipate Consequences/Effects (Long-Term)

1. Building the railroad may make Belgium into a leading world power. That feeling of power may lead Belgian leaders to try to take over colonies, say perhaps in the Congo, in order to keep up with other world powers.
2. Building the railroad may cause Belgium to become wealthy. That wealth could make it worse for Belgians not connected with construction or shipping or passengers. Some Belgians may feel left behind.

3. Not building the railroad may result in Belgium being left behind compared with other industrializing countries. It could leave Belgium vulnerable to attack.
4. Not building the railroad may lead to political opposition in the next election, funded by groups who would have benefitted from a railroad.
5. There may be corruption in the contracts to build the railroad and in the operation and maintenance of the railroad.

Belgium ended up building the railroad. It was a very smart decision and a turning point for Belgium. The railroad was extremely profitable, due to all the goods being shipped and people being moved. Other railroads were built, investors were attracted to Belgium, and the economy grew.

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GUIDE TO THOUGHTFUL DECISION MAKING

WELCOME TO "FORESIGHT" HISTORY!

The problems in the *Decision Making in World History* series will challenge you to make choices about events in world history before you know what actually happened in those events. This is learning history in a foresighted way—first you decide, then you find out what really happened—rather than hindsight history, where you just find out what happened. You will get at least two benefits from this method of learning history: first, you will improve your decision-making skills. Someday, when you avoid buying a "lemon" of a used car that would have wasted thousands of dollars in repairs, you can thank your history teacher for helping you build your decision-making skills. Second, it's fun to learn history as though it's a cliffhanger mystery, where you're eager to find out if your decision worked or ended in disaster. But don't forget to concentrate on the actual historical decision that was made and how it turned out. You can learn a lot about your own decision making through these problems, but you're mainly in class to learn history and to understand what really happened, not what could have happened.

WHAT IS DECISION MAKING?

You've learned about problem solving in other courses such as math and science, and you've encountered problem solving when you've tried to build something or fix something. Decision making resembles problem solving in some ways (for example, it involves defining a problem and thinking of alternatives), but it's different from problem solving in that there is no one right answer. The lessons in this book involve "messy" problems; even long after the event, people often disagree about what the best decision was or should have been.

DECISION MAKING AS EXPERIENCE

Experience teaches you how to make good decisions. Every decision that you make—whether good or bad—better equips you to make good decisions in the future. For example, you would probably feel safer being treated by a doctor who had a lot of experience than by a brand-new doctor. The historical problems your teacher gives you will provide you with experience in making decisions in general and will help you become a better decision maker in your role as a citizen. You won't just have learned about history, you will have experienced it. For some of these lessons, you will feel that you made good decisions; for others, you may feel that you've made errors in judgment. As you go along, try to reflect on your experiences as well as on your thinking about decision making.

THE P-A-G-E GUIDE TO DECISION MAKING

While experience is the most important way to learn to make better decisions, it's also helpful to learn some basic decision-making skills so that you know what areas to target in order to improve your overall decision making. Handout 2 contains an acronym, **P-A-G-E**, that provides you with guidelines for making better decisions. These aren't rules you have to follow; they are just meant as helpful tips to help you improve your thinking about decision making.

Handout 3 explains and gives examples for each part of the **P-A-G-E** guide to decision making. Keep it in your notebook for reference as you make decisions about situations in world history. Every **P-A-G-E** guideline will not necessarily apply to each decision-making problem you encounter. You (with the assistance of your teacher) will have to determine which guidelines will work best with which problems.

P-A-G-E ANALYSIS FOR DECISION MAKING

DECISION-MAKING ANALYSIS

P = PROBLEM

- Identify any **underlying problem:** What's really going on here?
- Consider **other points of view:** How do others see this situation?
- What are my **assumptions**? **Emotions**?

A = ASK FOR INFORMATION (ABOUT)

- **Historical context:** What is the history and context of this issue?
- **Reliability of sources:** Does my information come from experts on this topic? Do the sources have a reason to lie? Is the information supported by evidence?
- **Historical analogies:** What has been done in the past about situations like this? In what ways do these other situations differ from this situation?

G = GOALS

- What are my main **goals**? Are they **realistic**?
- Generate **options** to help achieve my goals. Are they **ethical**?

E = EFFECTS

- **Predict unintended consequences.** What are some long-term effects?
- **Play out the options.** What could go wrong?

P-A-G-E EXPLANATIONS AND EXAMPLES

PROBLEM

Underlying Problem

Sometimes, a decision-making situation will seem very difficult until you recognize that an underlying problem exists. For example, suppose two people come in for marriage counseling because they have been arguing about money. The counselor is going to look for an underlying problem (such as unfulfilled needs) that might have led to spending more money. A student doing poorly in school might turn things around by discovering she needs glasses—the underlying problem. Please remember that you should *not* just repeat or rephrase the problem. Instead, you need to look for what's behind it, for what's causing it. Underlying problems are *not* openly given as part of the decision-making situation—you have to figure them out on your own.

Another way to think of this skill is "the ability to see what is really going on." Some people call this "framing" the problem; in other words, by putting a "frame" around the heart of the problem and excluding unimportant parts, you discover what's really important. You need to call on your own personal experiences to see what's really going on. In history, this is done through analogies. In a sense, you need to say, "The problem we are facing now is like a problem people faced before [This is an analogy.], so I'd better do *this*." The way you see (or frame, or represent) a problem influences the decision you eventually make.

Example:

Bob's grades have been much lower for the last three months in history class. He says he's bored in class and that he'll improve his grades when he really needs to.

List at least two possible underlying problems for Bob's lower grades. What's really going on?

Other Points of View

Other people are always involved in decisions in history. We need to consider their points of view as we make decisions about history, just as we need to consider other points of view in our own lives today.

Example:

My brother Mark is angry at me for borrowing his car three times. But he's wrong to be angry. I needed to get to work each time I borrowed the car.

Rewrite this problem from Mark's point of view.

What Are My Assumptions? Emotions?

Sometimes after we make a decision, we realize that we had made an assumption that we didn't even know we were making until it was too late. Emotions are part of being human, so they represent a legitimate part of the decision-making process. We do, however, need to be aware of our emotions during the decision-making process. Emotions, especially frustration and anger, can sometimes lead us to make irrational choices. People frequently become frustrated and say, "I've had enough of this situation. Let's just do *something*." But they often come to regret the rushed choices they made under such circumstances. They would have benefited from saying to themselves, "Okay. I'm getting frustrated, but I still need to take the time necessary to make a good decision."

Studies have shown that when people feel pessimistic, or when they're in a bad mood, they exaggerate the possible negative consequences of decisions; similarly, when they feel optimistic or are in a good mood, they overestimate positive consequences. Emotions and gut feelings are unavoidable and natural, but thinking through the situation is crucial to making good decisions. We wouldn't want the president to decide about nuclear missiles in Cuba based solely on his gut feeling—we'd want him to gather information, consider several options, predict the possible consequences for millions of people, and so forth. As decision makers, we need to account for the role of emotion and gut feelings in our decisions and be aware of them as we choose.

Example for assumptions:

Player to teammate: "We'll have no trouble beating Central. After all, Central lost to Suburban, and we beat Suburban the first game of the year."

What is this player assuming?

Example for emotions:

Suppose you have two children and are trying to decide whether to buy life insurance. An insurance ad shows a boy who can't go to college because his father died and had no life insurance.

To what emotion does the ad appeal?

ASK

Ask about Historical Context (History of the Issue; Context in the World)

Asking questions about both the historical background and the present context of a problem are essential for getting the information necessary to make a good decision. If you don't know the background, you will have difficulty deciding on the best solution. Every problem has a backstory,

and we need to find out what that story is. The key is to ask questions that will help you obtain the necessary information.

Example:

You are seventeen years old, and you have been thinking about buying a car. You work part-time after school, about ten hours per week. Your parents have told you that you'll have to pay for the car yourself. You go to a used car dealership and the salesman shows you a used car that costs $2,000.

What questions should you ask before you buy it?

Ask about Reliability of Sources

Information is crucial to making good decisions, but we need know the sources of our information and consider the reliability of those sources. Basing a decision on bad information from questionable sources is a recipe for disaster. You can evaluate sources by asking if the person giving the information has a reason to lie, if the person is a primary source, if other sources support this information, if the person is an expert on the topic, what the person's bias is on the topic, or if the person has been reliable in the past. You should always be probing for disagreements among sources. Be wary if there don't appear to be any disagreements. It might mean your advisers are engaging in "groupthink," a situation in which they all get pulled to the same option without thoroughly thinking through other options or considering what could go wrong. Always try to find someone who disagrees with a proposed option. If you can't find one, ask tough questions yourself.

Example:

The car salesman says this used car is in perfect condition.

How reliable is the salesman? What reasons might you have to distrust him?

Ask about Historical Analogies

It's natural to compare the problems we encounter to other, similar situations that have occurred in the past. In fact, one reason we study history in the first place is to build a deeper understanding of our world today through learning about historical events/analogies. You should try to think of analogies to the problems you encounter. As mentioned above, you derive your understanding of what is important in a problem (framing) from analogies. (Example: "This problem is like that situation George Washington was in at Trenton during the American Revolution.") The more you draw on your knowledge of history, the more likely you are to fully understand a decision-making problem.

However, analogies are tricky because important differences often exist between the problems we encounter now and the historical cases we use to guide our decisions. We should always evaluate analogies by asking, "How do the two cases differ? In what ways are they similar? Are they similar

enough to justify the conclusion?" We should also consider whether other, more appropriate analogies exist that could provide us with better guidance.

Example:

Suppose you drove in a race at a parking lot near a mall a month ago. You raced your five-year old Toyota Corolla, and your time was 36.8 seconds. Margaret told you that she drove in a race last Sunday and her time was 28.2 seconds. She says this proves she is a better race driver than you are.

What are two questions you could ask to determine whether Margaret is really a better driver?

GOALS

What Are My Main Goals? Are They Realistic?

We can't make good decisions if we are unclear about our goals. Once we establish goals, we can more easily set priorities and use them as a basis for choosing between options.

However, establishing goals isn't enough. The goals we set need to be realistic. Some decisions in history have been catastrophic because the decision makers didn't notice that they had unrealistic goals. It didn't matter how carefully they exercised their other decision-making skills—because their goals were unrealistic, they would never achieve them.

Example:

You're out of school and need a job, because you live on your own and have expenses (rent, car payments, food, heat, insurance, etc.). You've got two offers. The first one is close to where you live and pays a lot more money, but it's doing work you wouldn't like. The second job is farther away and pays less money (but enough to cover your expenses), but it's doing something that you really like. What do you do?

After you decide, list your goals and ask how realistic they are.

Generate Options to Help Achieve My Goals. Are They Ethical?

After you've made a decision, you don't want to be stuck thinking, "Oh, I wish I'd thought of that option before I decided." At the same time, though, you don't want to become paralyzed trying to think of every possible option, no matter how remote. However, important decisions should spur us to take the time to consider a number of options.

Example:

You are twenty-five years old, single, work full-time ten miles from where you live, and drive your compact car to work. In recent months, gas prices have risen to very high levels. Your main goal at this point is to save money.

What options do you have for coping with these price increases?

EFFECTS

Predict Unintended Consequences

Most of the time, predicting unintended consequences will be more important than any other thinking you do about a problem. For some problems, it may be enough just to see the situation from other points of view or to ask questions about background or context. However, considering consequences will do more to help you avoid that awful feeling you get when you've made a bad decision.

Example:

You are thirty-five years old and have a son and a daughter, aged five and two. The company you work for is asking you to move to a different state. You can refuse and take a pay cut.

If you make the move, what unintended consequences might you and your family experience in 10 years? Guess at what the effects of the move might be.

Play Out the Options. What Could Go Wrong?

Here, you need to think about short-term effects, as opposed to predicting unintended consequences, which focuses more on long-term effects. For example, say you're playing the role of president and decide to try to get a law passed to help solve a problem. You have to take into account the fact that Congress has the constitutional power to pass laws, and thus to get your law enacted you need to convince Congress to approve it. By noticing that the approval of Congress is vital to the success or failure of your decision, you've identified something that could go wrong and need to plan accordingly (overcoming opposition by talking to individual members of Congress, thinking of another option as backup, etc.).

Example:

Suppose you are thirty years old and working at a job you like pretty well. You get an offer to work at a job for higher pay that is further away from where you live now.

If you take the job, what might happen? List two or more things that could go wrong.

DECISION-MAKING LOG

What I Learned about the P-A-G-E Topic

Actual Decision

My Decision

Why Different/Similar from This Topic? (2 Examples)

EVALUATING DECISION MAKING

It is 1835 and as a political leader in Belgium, you must decide whether to use government money to build a railroad line from Brussels to the Rhine River. There is a great deal of shipping on the Rhine, some of which could be diverted to the railroad to be shipped out of Belgian ports near Brussels. That would increase Belgian exports, making the country wealthier. The railroads would also carry passengers. The combination of freight (goods) shipping and passenger travel would bring in more than enough money to pay the cost of constructing the new railroads, according to supporters of the railroad. The new railroads will also reduce shipping costs, making Belgian businesses more competitive in the world market. The new wealth will attract more people to Belgium as investors and tourists, further promoting Belgium as a great country.

Opponents say that government funding of new railroads is a waste of taxpayer money. Investors in railroads in England, the United States and other countries often lose their money, and government investing of railroads hasn't worked well in Russia. There just aren't enough potential travelers or shippers in Russia to pay its huge costs for construction and maintenance.

Decide what your policy will be on building the new railroad, using at least five of the criteria from **P-A-G-E** (Handout 2). Note that these are not the main letters of **P-A-G-E**, but the ten criteria under the main letters. So, for example, you wouldn't be using "Problem," but one of the three criteria under "Problem," such as "What are my assumptions?" Write each of the criteria as a separate paragraph.

After you have written your analysis according to five or more criteria, write your overall decision on building the new railroad in Belgium and explain your reasoning.

- **P:**
- **A:**
- **G:**
- **E:**

LESSON 1:
THE NAPOLEONIC ERA, 1800–1812

Teacher's Guide

INTRODUCTION

Overview

The Napoleonic Era had dramatic effects mostly in Europe but also in Latin America. In this lesson, students make three decisions from the perspective of Napoleon Bonaparte and thereby gain a better understanding of the historical context that provided the environment for that era.

Vocabulary

- Napoleon Bonaparte—emperor of France
- Saint Domingue—French colony where slaves took over, defeated a French army, and declared the Republic of Haiti
- Toussaint Louverture—leader of the slave rebellion in Saint Domingue
- Coalition—temporary alliance
- Embargo—ban on trade with a country
- Battle of Trafalgar—battle in which the British navy defeated the French fleet
- Prussia—largest, most powerful German state
- Tsar—emperor of Russia
- Guerrilla warfare—hit-and-run tactics carried out by small forces operating behind enemy lines
- Megalomania—delusional fantasies of power

Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Generate realistic goals
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(50 minutes)*

Procedure

Tell the class that in this lesson, they will be looking at the Napoleonic Era (1800–1812) from the point of view of Napoleon by making decisions in three different situations. Their decision should be based on what they think is the best action overall, in light of their own values. They should not role-play Napoleon. In the process, they will get a better understanding of some of the issues involved in the Napoleonic Era.

Distribute Handout 1 and have students decide individually whether they will send French troops to Saint Domingue. Then have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Several questions are suggested below in the "Decision Making Analysis" section, under "Ask about context." The ideal is that students will think of questions like these on their own, without prompting. If they do not think of questions, the teacher can prompt students to go back and discuss possible questions. Bring the class together, conduct a preliminary vote, and discuss reasons for and against sending troops. Then have the class re-vote. Distribute Handout 2, showing the outcomes, and have students comment on what surprised them or what they learned about decision making from this problem.

Tell students that the next decision problem is not directly related to the previous problem on Saint Domingue, now called Haiti. Distribute Handout 3 and have students decide individually which of the five choices they will make. Remind them that they aren't role-playing Napoleon. They should decide based on what they personally think will be best. Have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Again, several questions are suggested below in the "Decision-Making Analysis" section, under "Ask about context." Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various options. Then have the class re-vote. Distribute Handout 4, showing the outcomes, and have students comment on what surprised them or what they learned about decision making from this problem.

The end of Handout 4 raises a new decision making problem. Tell students that, as it says on the handout, Napoleon decided on a continental embargo of Britain, a policy known as the Continental System. The students may not agree with this decision, but now they have to deal with its consequences. Given the situation, which of the four options presented would they choose? They are to decide individually at first. Then, have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Once again, several questions are suggested below in the "Decision-Making Analysis" section, under "Ask about context." Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various options. Then have the class re-vote. Distribute Handout 5, showing the outcomes, and have students comment on what surprised them or what they learned about decision making from this problem.

Option—Primary Source: Have students read Handout 6 and answer the questions for analysis. Possible answers:

1. What were the two options Napoleon faced in Saint Domingue, according to this document? (Leave Toussaint and the other leaders in charge of Saint Domingue or invade and reclaim the island.)

2. What do you think is the explanation for him favoring the first option, but the second option being chosen? (The most likely explanation is he is lying, that he had actually favored the second option. It is hard to believe that the French government would have done anything against the wishes of Napoleon. If he had favored the first option, France would not have attacked Saint Domingue. Also, the peaceful option is inconsistent with Napoleon's other decisions, almost all of which were to choose war.)

3. How reliable is this document as a source? (This is a weak source. It is a primary source, but he has a major reason to lie. The French invasion turned out to be a disaster. It ended in failure with great loss of life and wasted resources. Now, thirteen years after the event, Napoleon is saying he opposed the military option. There are no other sources here that show he was against attacking. It is public, since Napoleon would have realized that his comments would be made public. It is also long after the event and memories can be clouded.)

Reflecting on Decision Making

Ask students how well they did on decision making on this problem. Which decision-making skills were especially important in making these decisions from the Napoleonic Era? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

Ask students whether the individual decisions made by Napoleon or the influence of historical forces were more important to these choices in the Napoleonic Era. (Those with the impression that Napoleon was more important might argue that he trusted his own judgment, often ignoring the recommendations of advisers and ignoring the realities of the situation. Those arguing that historical forces were more important might reason that Napoleon achieved power out of the chaos of the French Revolution. Moreover, many of Napoleon's victories and defeats were the result of other factors. For example, he could not overcome Britain's dominance of the seas or the geography of Russia.)

Connecting to Today

What advice would students give to a national leader of a powerful country today, based on what they learned in these decisions from the Napoleonic Era?

Troubleshooting

A possible difficulty for students may arise from the number of events and countries involved. Two maps are included to help students visualize the countries. A time line would help students with the chronology of events, such as this one from the Napoleon Exhibit, available at http://www.napoleonexhibit.com/press-timeline-events.php.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

Concentrate on only one of the problems. Choose the problem you want students to do, distribute the handout for that problem and have them make their choice(s) for homework. In class, ask for a show of hands for and against the various options. Discuss reasons for five minutes. Distribute the appropriate handout showing the outcomes for the problem you have selected, and have students write their reactions for homework.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2, 4, and 5)

The problems in Handout 3 are from different years; the decision of whether to attack Britain (Option B) is from 1803, the decision to attack Austria/Russia (Option A) is from 1805, and the option to set up the Continental System (Option D) is from 1806. Likewise, Handout 4 contains options of attacking Portugal and Spain (Option A), which occurred in 1808, and attacking Russia (Option B), which occurred in 1812. Accuracy in terms of time was sacrificed in order to present a succinct problem that would capture the various options that Napoleon faced in a three or four year period. In this lesson, it is more important for students to understand the historical forces that shaped Napoleon's decisions than to know the dates of those decisions.

In the problem of whether to start an embargo on Britain in Handout 3, the Prussians were included because of the importance of the German port cities to the Continental System. Bringing the Prussians into the problem may cause some confusion for students, since the word Prussian is so similar to Russian and since there was no country of Germany at this time, but only a collection of German states. The risk of confusion is worth it, however, because of the relevance of the German ports to the success of the Continental System.

An embargo against Britain was nothing new in 1806. There had been embargoes by France against Britain since 1793. What was different this time was the attempt to enforce the embargo by the entire continent of Europe.

The Continental System was such an obvious failure by 1810 that Napoleon authorized the sale of confiscated goods from Britain. He started selling the goods, along with a steep tax, in order to raise the needed revenue to fight his wars. However, the sale of British goods in fact amounted to the authorization of buying imports from Britain.

The tsar's decision to drop out of the Continental System is understandable, given his motive to maintain power within Russia. Russian nobles had conducted a brisk trade with Britain and resented being cut off from that trade. Rather than risk being pushed out of power, the tsar decided to reopen its ports to Britain.

In retaliation for the Continental System, the British government passed a series of Orders in Council that restricted trade from the continent and prevented neutral trade with France and its empire. Some historians, including Eli Heckscher, believe the Orders in Council were a mistake. They argue that the object for Britain should have been to open trade, not restrict it more.

The estimates of the number of French soldiers surviving the invasion of Russia vary from 27,000 to less than 10,000. The higher figure is used in the lesson to avoid exaggerating the catastrophe.

Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

* **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

Predict unintended consequences.

* **Play out the options: what could go wrong?**

*Denotes topics emphasized in this lesson. The bold items are the skills involved in the lesson.

- **Identify underlying problem(s):** One underlying problem was the greater sailing experience of the British. No matter how many ships the French built, the British sailors were more expert than the French sailors. It was an underlying problem that the French could not correct.

- **Consider other points of view:** Students should consider other points of view, for example, those held by the general populace in Europe, especially the people in the German port cities, on the embargo. How would they feel, as traders in a German port, about the embargo? Students could role-play the British under threat of French invasion. As a British leader, what would they do after getting news that the French army is building thousands of troop-transport ships? They should consider the reaction of the Spanish population to a French takeover of their country, which had been an ally of France up to that point. They should consider the point of view of the Russian tsar if France invades. What would they do as the leader of the Russians against a French invasion?

- **Ask about context:** On Saint Domingue, students could ask:

  1. What do experts say about the chances for success for a French army to take back control of the colony? (According to Colonel Vincent, who has been on Saint Domingue for thirteen years and is the most knowledgeable Frenchman about the island, regaining control of Saint Domingue is impossible. A French colonist said, "You will throw eight thousand men into Saint Domingue; they will take up their positions; doubtless Louverture will not have the impudence to fight them; he will retreat into the mountains and leave them to be consumed by the temperature of the towns and the want of fresh provisions." On the other hand, according to one of Toussaint's critics who had been on the island for three years, Toussaint's rebellion and rule has been extremely violent, making "of the most opulent [excessively rich] country in the universe a wasteland of desolation and grief." He supports retaking the island by force.)

  2. Are the ex-slaves united behind Louverture? (No. Louverture has been harsh in his policies, and some people don't like him. That means that the ex-slaves could be split and provoked into fighting one another. On the other hand, Louverture is popular with many people, especially his soldiers.)

  3. Do the French know the geography of the island well? (No. The main French person who knows the island well—and he knows it very well—is Colonel Vincent, who advised against sending an army to Saint Domingue.)

- Concerning the embargo, students could ask:

  1. Do we have enough French officials to enforce the embargo against Britain? (No. This embargo includes the entire west coast of Europe. It would take hundreds of thousands of officials to police it and even then there would be areas to smuggle in goods at night.)

  2. Is there a way to prevent officials from being bribed? (No. There will be widespread bribery if there is an embargo.)

  3. Have embargoes been successful in the past? (Some embargoes have been successful while others have been failures. But there has never been an embargo on this scale in history, so there aren't any analogous situations.)

- In terms of attacking Portugal and Spain or Russia, students could ask:

  1. What do experts think about the French military taking over Spain? (French experts on Spain predict the Spanish people will rise up in rebellion. France will be forced to send a large army to police the population, and there will be many casualties on both sides.)

  2. What do experts think about France invading Russia? (French military leaders and experts on Russia think it is a very bad idea. The Tsar is unlikely to give up the fight, since he has already said he will rely on "General Winter." The country is simply too large to be conquered. The Russians are most likely to keep retreating and let the vast Russian plains and the weather defeat the French army.)

- **Identify realistic goals:** Students should consider whether it is realistic to successfully invade Saint Domingue, Britain, or Russia. Most historians argue that all three of these decisions were unrealistic.

- **Play out the options:** In each of the three situations, students should play out the option to see how it might go in the short run. For example:

  1. What problems will we encounter if we invade Saint Domingue? (Disease will be a major problem. The ex-slaves will probably retreat into the mountains. Morale is likely to be low among the French troops. What will the French do to overcome these problems?)

  2. What problems will the French encounter in crossing the English Channel to invade Britain? (Currents, no wind, storms, keeping the ships together when being bombarded by British warships, communication, sea sickness, supplies, etc. If the French somehow land troops in Britain, how will they be resupplied, with the British navy interfering? This is a complicated undertaking!)

  3. How will the French enforce the embargo? (Force, including punishments, will have to be used, which will lead to resentment against the French.)

  4. What problems will the French encounter in invading Russia? (Long supply lines, disease and exposure, weather, poor transportation, many of the soldiers are not French, making loyalty a concern.)

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LESSON 1:
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VOCABULARY

- Napoleon Bonaparte—emperor of France
- Saint Domingue—French colony where slaves took over, defeated a French army, and declared the Republic of Haiti
- Toussaint Louverture—leader of the slave rebellion in Saint Domingue
- Coalition—temporary alliance
- Embargo—ban on trade with a country
- Battle of Trafalgar—battle in which the British navy defeated the French fleet
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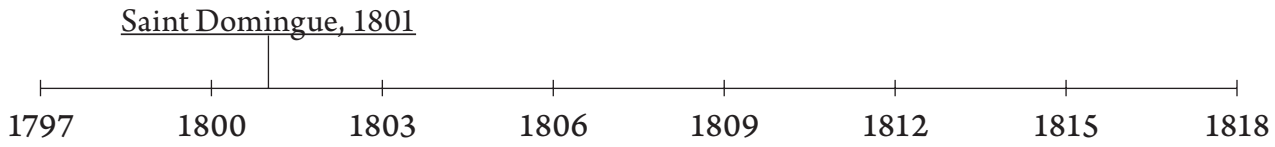
- Tsar—emperor of Russia
- Guerrilla warfare—hit-and-run tactics carried out by small forces operating behind enemy lines
- Megalomania—delusional fantasies of power

PROBLEM— SAINT DOMINGUE DECISIONS



The year is 1801, and as Napoleon Bonaparte— leader of France—you face a decision on the colony of Saint Domingue. This French colony, on the western side of the island of Hispaniola (See Map 1) in the Caribbean, is the largest producer of sugar and coffee in the world and is the most prosperous colony in the Western Hemisphere. Slaves rose in rebellion in 1791 and took over much of the colony. The rebellion was inspired by the ideals of the French Revolution of liberty and equality. When France declared war on Britain in 1793, the British, along with the Spanish, invaded Saint Domingue and gave supplies to the ex-slaves. The French government, facing almost certain defeat in 1794 as their army shrank to only 3,500 men, decided to officially abolish slavery. The decision worked, as the ex-slaves, led by Toussaint Louverture, switched sides to support the French against the British and Spanish (who still had slavery in their colonies).

Map 1

Now, however, Louverture and the ex-slaves have invaded the Spanish colony of Santo Domingo, on the other half of the island of Hispaniola. The leaders of Saint Domingue have discussed the idea of independence as outlined in the American Declaration of Independence, so France may be facing the loss of its most valuable colony. In addition, Louverture wrote to and convinced the Saint Domingue government to adopt a new Constitution, with Louverture as its president for life. He did all this without the permission of the French government, which is in charge of the colony. A Constitution is the first step toward independence.

One option for the French government is to ignore the negative actions that Toussaint Louverture has taken, such as the proclamation of a new constitution without asking for French opinions or permission. France would support Louverture and the ex-slaves as the new government. This new government and new ex-slave army would scare the other governments in the Caribbean as well as in North America and South America. French leaders should focus on defeating Britain, not on using valuable resources to send an army to fight some ex-slaves who have essentially remained loyal to France up to now.

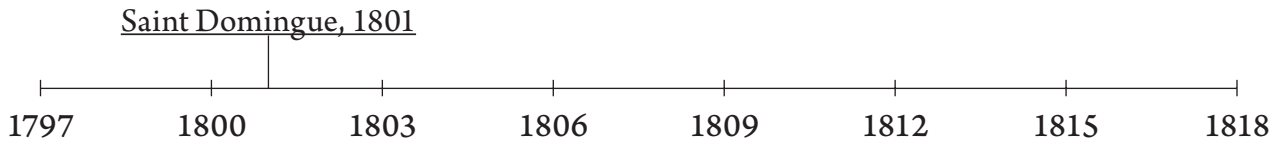
A second option is to send a French army to reconquer Saint Domingue. Toussaint has overstepped his orders and is obviously pointing the country toward complete independence from France. There have been reports of terrible violence in the colony since the slave rebellion, especially against the whites on the island (slaves outnumber whites 10 to 1). Before 1801, the French couldn't send an army because of the British blockade against French ships. But this year, Britain and France stopped fighting. Since the blockade is over, the French could send a fresh army to keep control of the whole island. In addition, United States President Jefferson has sent word that he prefers the restoration of French authority on the island to an independent black state of Saint Domingue. Ex-plantation owners in France and on the island have been asking for French troops to restore the slave system. These plantation owners have lost most of their property since the slave revolt. They argue that it is a matter of justice. On the positive side, if the French army restores French authority, Saint Domingue could become the nucleus of a great French empire in North and South America.

Which will you do?

A. Allow Louverture to rule Saint Domingue even if it becomes an independent country

B. Send an army to take control of Saint Domingue to restore order and to build a French empire in the Americas

OUTCOMES—
SAINT DOMINGUE DECISIONS

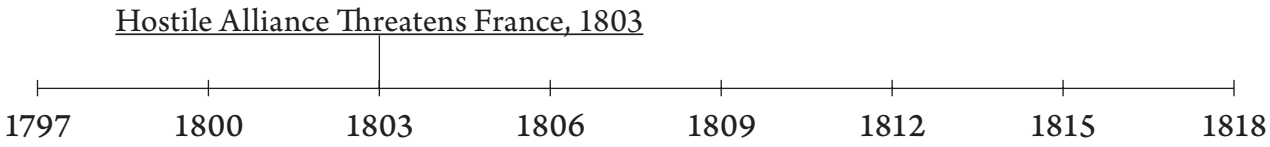


Napoleon decided to send a French army to take control of Saint Domingue (Option B). It was a big mistake. Many of the French soldiers died of diseases such as pneumonia, dysentery, and above all, yellow fever. The French general on the island said, "…the ravages of disease here are beyond all description." Many other French soldiers were killed in battle.

Meanwhile, the war in Europe broke out again between France and Britain. Cut off by the British navy, no reinforcements could be sent to the French army in Saint Domingue. The French were able to capture Toussaint Louverture, but this victory backfired. The ex-slaves on the island saw the French as untrustworthy. They could see that the French were trying to reestablish slavery (which they had recently done on the French island of Guadeloupe), so they resolved even more to fight against the French in order to preserve their freedom. The outnumbered French were pushed back until they controlled only one port. They departed by ship with only 7,000 soldiers left, out of the over 30,000 originally sent.

The leaders and people of Saint Domingue declared the Republic of Haiti in 1803. It is the only example in history of slaves getting their freedom and establishing a republic. Unfortunately, Toussaint Louverture died in a French prison that same year, so he did not get to see the new republic established. Nevertheless, he is revered in Haiti as a great leader.

PROBLEM—HOSTILE ALLIANCE THREATENS FRANCE



The year is 1803 and as Napoleon Bonaparte, leader of France, you face trouble. Britain and France have declared war on each other, and now, Britain has formed a temporary alliance (called a coalition) with Austria and Russia against France (See Map 2). This is the third alliance against France since 1792. Obviously, the war and the alliance are threats to France and the ideals of the French Revolution.

Map 2

There are a number of options for dealing with this threat from the alliance. First, France could attack the armies of Austria and Russia. The French army is the most powerful in Europe. If the French attack the Austrians, the Russians will have to march to Austria to fight, too, or they will be letting their alliance partner down. If the Russians do fight in Austria, the French will have the opportunity to defeat both countries in one or two major battles. Britain will not be able to

help, since it is a sea power, not a land power. With Austria and Russia defeated, Britain will be essentially alone against French power on the continent.

A second option is to attack Britain itself. This will be difficult, because Britain has the most powerful navy. But France could devise a plan to invade in spite of the British navy. French soldiers will work day and night to build troop transports to prepare. At the proper time, the main French fleet will break out of its harbor and sail toward the West Indies. The British fleet will be lured to chase the French fleet. Then the French fleet will slip away from the British and sail back to the English Channel. The troops will load onto the transport ships and will sail across the English Channel with the warships, while the French have temporary naval superiority in the Channel. By the time the British realize their mistake, the French will have landed thousands of battle-hardened French soldiers in England and will march on London.

Third, the French could attack both the Austrian/Russian armies and invade Britain at the same time—a combination of the first two options. Both groups will be taken by surprise because everyone will be expecting France to concentrate on one enemy group at a time.

Fourth, France could start an embargo against British goods across the European continent. Under this policy, no one on the European continent would be able to trade with Britain or with British colonies, by order of the French government. Britain is blockading many ports now from trade, so this continent-wide embargo against Britain could be seen as retaliation. This choice would depend on France defeating Austria and Russia, and probably defeating the Prussian (German) army as well in order to take control of German territory (See Map 2). France's victory over Austria, Russia, and Prussia would mean French control or domination of almost all the countries in Europe, except Portugal, which is allied with Britain. Thus, the French would be able to police the countries to make sure they comply with the embargo. The embargo would not only cripple British shippers and manufacturers, but also bankers and the whole financial system. Without financial strength, Britain would be unable to attract and support other countries to oppose France.

Fifth, France could enter into serious negotiations (being ready to make significant compromises necessary for peace) to end all these wars on a long-term basis. Negotiating might undermine the morale of the French soldiers, however, since it would look to some people like a sign of weakness. If the negotiations fail and the war continues, the army may not fight as well. It could be humiliating for France. Still, negotiating might be worth the risk if France can achieve peace.

Which will you do? You can do more than one, but make sure they don't contradict each other.

A. Attack the Austrian/ Russian armies and don't invade Britain

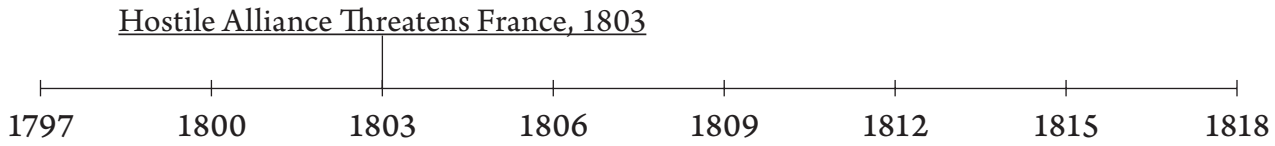
B. Invade Britain and don't attack the Austrian/ Russian armies

C. Attack both the Austrian/Russian armies and invade Britain

D. Order and enforce a continent-wide embargo against Britain

E. Negotiate seriously with Britain to end the war

OUTCOMES—HOSTILE ALLIANCE THREATENS FRANCE; PROBLEM—THE CONTINENTAL SYSTEM



Napoleon did not seriously negotiate an end to the war at this point (Option E). Interestingly, in 1806, the British offered many concessions to end the war. Napoleon did not take their offers, and so the war continued.

First, Napoleon decided to invade Britain (Option B). He moved an army of 149,000 men and almost 2,000 transport ships to the port area of France beside the English Channel. The plan was a foolish idea because invading was a near impossibility. Napoleon was not experienced in naval warfare, so he didn't understand the complicated nature of moving ships with ocean currents, trade winds, doldrums, and other factors in battle situations. His naval commanders explained that invading wasn't so easy, but he got angry and didn't believe their explanations. For example, Napoleon wanted to sail across the twenty-two miles of the English Channel in one day. His admirals explained that it would take days just to get the troop transport ships out of the harbors to cross the Channel. While the transports were assembling outside the harbors they would be vulnerable to British warships. Because he wanted French warships to become dominant in the English Channel, Napoleon tried to use the following plan. A French fleet would rush out into the Atlantic Ocean, causing a big part of the British navy to chase it away from England. The French fleet would then turn around and sail back to the Channel and escort the troop transports across the Channel.

As things happened, the French sent out the fleet and it did slip away from the British fleet. However, it didn't meet up with the French transport ships. It became trapped in a port far away from the English Channel. When it made a dash for the Mediterranean, the British fleet under Lord Nelson destroyed most of the ships at the Battle of Trafalgar in 1805.

The planned French invasion of England never took place. Even before the Battle of Trafalgar, Napoleon had moved his armies away from the coast of the English Channel to attack the Austrian/Russian armies (Option A). Napoleon fought some of his most brilliant battles—including the Battle of Austerlitz, depicted in the painting below—defeating the combined Austrian/Russian armies. He also fought against and defeated the Prussian army. Prussia was the largest of the German states (there was no country of Germany), and defeating Prussia meant

France gained control over all the German territory. France was triumphant throughout continental Europe, controlling all the countries except Portugal, which was allied with Britain. Only Britain remained as a major enemy to France.

Napoleon's victory at the Battle of Austerlitz in 1805. Painting by Francois Gerard, 1810.

Since France could no longer invade Britain (if it ever could have in the first place), Napoleon decided to impose a continent-wide embargo on British goods coming into continental Europe (Option D).

The Contintental System

The embargo, called the Continental System, is hurting Britain to some extent, cutting British exports by 25 to 55 percent, according to various estimates. Having the German ports inside the system is very important, since about 20 percent of all British trade had been with these ports before the embargo. But the embargo isn't working very well overall. This is for a number of reasons, two of which stand out. First, Spain and Portugal are continuing to trade with Britain. Portugal is allied with Britain, so its ports are open to British trade. British warships also use Portuguese ports as bases to patrol the Atlantic. Spain is a French ally, but the government is very weak and cannot enforce the embargo. Thus, British trade is very high with Spain also.

A second reason that the embargo isn't working is that the Russians have abandoned it. At the beginning of the embargo, the Russians did stop trading with Britain. Gradually, however, they increased trade with the British. Eventually, the Tsar dropped out of the Continental System and once more opened Russian ports in general to British trade.

Which will you choose? You can do more than one.

A. Attack Portugal and take over Spain (See Map 2). According to advisers, it should only take a small force of French soldiers to take over Portugal. Meanwhile, French diplomats could ask Spanish leaders for permission to move French armies through Spain to attack Portugal. If the Spanish agree, they will be taken over without a significant fight—some of the French troops headed for Portugal will simply stay in Spain and before the Spanish realize what is happening, the French will control the government. Controlling Spain would also provide the opportunity to capture the British naval base at Gibraltar, making it almost impossible for British ships to get into the Mediterranean Sea. Thus, the Mediterranean would fall under French control.

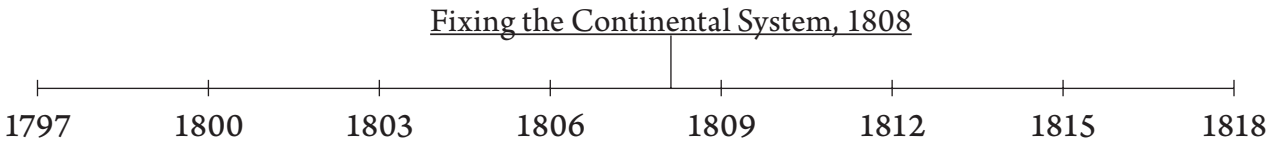
Illustration source: Public domain, via Wikimedia Commons

B. Attack Russia and defeat them in a great battle. Two large Russian armies are in the western part of Russia (See Map 2). The military plan is to split the armies and defeat them one at a time. With such losses, the Tsar will agree to a peace treaty in which he stops trading with Britain, or he will be faced with the French capturing Moscow. The French can raise an army of more than 600,000 men for the attack—the largest army in history!

C. Attack both Portugal/Spain and Russia at the same time, a combination of the first two options. Both groups will be taken by surprise because everyone will be expecting France to concentrate on one enemy group at a time.

D. Don't attack either Portugal/Spain or Russia. Since the Continental System isn't working well anyway, there is no reason to try other attacks to improve it.

OUTCOMES—THE CONTINENTAL SYSTEM



In 1808, Napoleon attacked Portugal and in the process took over Spain (Option A). The attack on Portugal didn't go well. Many of the French soldiers died or became sick while marching in the blisteringly hot sun. Only about 2,000 out of the original army of 25,000 survived to take over Lisbon, the Portuguese capital. It was not long before the British sent an army to drive out the French and resume their trade with Portugal.

The takeover of Spain also ended badly. At first, the French plan worked just the way it was supposed to, but when the French were in control of the Spanish government, the Spanish people rose up in rebellion. The French sent large armies to crush the Spanish resistance, but the Spanish turned to guerrilla fighting—the first time the term guerrilla warfare was used. The guerrilla war dragged on for years, tying down precious French armies (as many as 300,000 troops) that were needed elsewhere, and leading to horrible casualties on both sides, including torture and other atrocities. Whole villages were burned to the ground for supporting the guerrillas. In some areas, ten civilians were executed for each French soldier killed. On the other side, some captured French soldiers were sawed in half. The wars on Portugal and Spain are considered by many historians to be the turning point in France's fortunes in the Napoleonic Wars. It was foolish to attack these two countries and it marked the beginning of the decline of French power.

Napoleon also attacked Russia in 1812 (Option B), against the advice of many officials in France. It was one of the greatest blunders in modern history. The attack might have been a success for the French if the main Russian armies had been defeated quickly and the tsar had agreed to a peace treaty. There were, in fact, some large battles and victories for France. But mostly, the Russians kept retreating. The French kept marching into the expansive Russian landscape, their supply lines getting longer and longer by the day and the temperature dropping as winter approached. The French attack was launched while the wars in Portugal and Spain were continuing (so at that point, Napoleon was pursuing Option C), which kept many veteran troops out of the Russian attack. The army itself was actually much weaker than the 600,000 number implies. Many of the troops were not from France. Rather, they were from conquered countries, such as Austria, Prussia, and amazingly, Spain, even though it was fighting France at the time. These recruited troops were not loyal and deserted in large numbers when they had the opportunity. The French captured Moscow, but were forced to retreat when the Russians still didn't ask for a peace treaty. Many soldiers died in the frigid Russian temperatures in November and December.

These conditions were catastrophic for the French army, which withdrew from Russia with fewer than 27,000 soldiers out of the original 600,000!

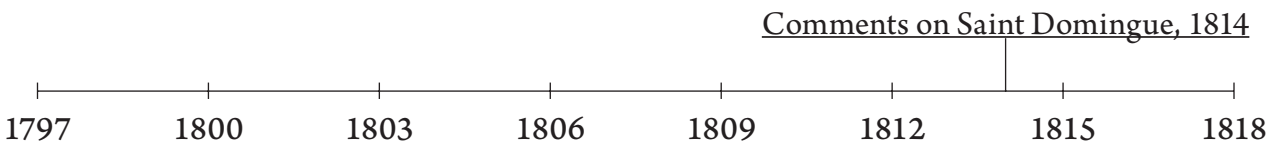
Avoiding fighting either group (Option D) would have been the best option under the circumstances. The anti-British embargo of the Continental System did hurt Britain, but it never had a chance of working well. There were many problems. The French lacked enough customs officials to effectively control most of the coastline, so smuggling British goods was not a great challenge for continental countries. To make matters worse, the prices of British goods were lower than in Continental Europe and the quality was as good as, or better than, continental goods. As a result, people all over the continent looked for ways to smuggle in British goods. Naturally, corruption increased. Many officials were bribed to look the other way. Even prominent French officials, including members of Napoleon's family (who ruled several other countries), broke the rules and imported British goods. Some officials made a fortune by selling trade permits for British goods.

Even some of the French army wore uniforms made from British cloth. One commander commented, "Our troops might have perished [died] of the cold had the Continental System, and the absurd group of utterly inexcusable decrees regarding English merchandise, been observed by us." Meanwhile, with the West Indies and South America still open for British trade, the reduction of trade with the European continent wasn't as much of an economic hardship for Britain as Napoleon expected. It is important to remember that the French and other Europeans imported British goods because they needed them. They were hurt every bit as much as the British by the embargo. Moreover, by trying to enforce the embargo on other countries, the French provoked anti-French feelings and rising nationalism in those countries. The embargo planted the seeds of Napoleon's demise.

Napoleon did recognize some of the problems. For example, he stated to an adviser that he knew the German port cities would be hurt terribly by cutting off trade. However, he chose to ignore all these problems.

According to some historians, Napoleon's actions in attacking Portugal, Spain, and Russia show increasing megalomania (delusional fantasies of power). He seems to have become ever more certain of his own judgment and his power to overcome any obstacles to achieve his increasingly unrealistic goals. Among his goals, for example, were to take over parts of North and South America, Africa, and Asia. He didn't listen to diplomatic and military advisers who warned him about the adverse effects of his choices. Napoleon is one case to which the well-known adage clearly applies: "Power corrupts and absolute power corrupts absolutely."

PRIMARY SOURCE



NAPOLEON'S LETTER FROM SAINT HELENA, 1814

When Napoleon was exiled for the last time to the island of Saint Helena, he wrote these comments about his decision to send French troops in 1801 to take control of Saint Domingue. Note that when he says the First Consul, he is talking about himself.

> The prosperous situation in which the Republic [France] found itself in . . . 1801, after the Peace of Luneville, made already foreseeable the moment when England would be obliged to lay down her arms, and when we would be empowered to adopt a definitive policy on Saint Domingue. Two such [options] presented themselves to the mediations of the First Consul [Napoleon]: the first to clothe General Toussaint Louverture with civilian and military authority and with the title of Governor-General; to entrust command to the black generals; to consolidate and legalize the work discipline established by Toussaint, which had already been crowned by happy success; to require the black leaseholders to pay a tax or a rent to the former French proprietors, to conserve for the metropole [France] the exclusive right to trade with the whole colony, by having the coasts patrolled by numerous cruisers [ships]. The other policy consisted of reconquering the colony by force of arms, bringing back to France all the blacks who had occupied ranks superior to that of battalion chief, disarming the blacks while assuring them of their civil liberty, and restoring property to the [white] colonists. These projects each had advantages and inconveniences. The advantages of the first were palpable: the Republic would have an army of twenty-five to thirty thousand blacks, sufficient to make all America tremble; that would be a new element of power and one that would cost no sacrifice, either in men or in money. The former landowners would doubtless lose three-quarters of their fortune; but French commerce would lose nothing there, since it always enjoyed the exclusive trade privilege. The second project was more advantageous to the colonial landowners, it was more in line with justice; but it required a war which would bring about the loss of many men and much money, the conflicting pretensions of the blacks, the colored men, and the white landowners would always be an object of discord and an embarrassment to the metropole; Saint Domingue would always rest on a volcano: thus the First Consul was inclined towards the first policy, because that was the one that sound politics seemed to recommend to him—the one that would give more influence to his flag in America. What might he not undertake, with an army of twenty-five to thirty

thousand blacks, in Jamaica, the Antilles, Canada, and the United States even, and the Spanish colonies?

Source: Bell, Madison. *Toussaint Louverture*. New York: Pantheon, 2007, pp. 219–20.

QUESTIONS FOR ANALYSIS

1. What were the two options Napoleon faced in Saint Domingue, according to this document?
2. What do you think is the explanation for him favoring the first option, but the second option being chosen by the French government?
3. How reliable is this document as a source?

LESSON 2: THE OPIUM WAR, 1839

Teacher's Guide

INTRODUCTION

Overview

The Opium War waged between Britain and China was a watershed event in the interaction between Western and Asian powers. It was the beginning of the so-called unequal treaties in which imperialist powers continually used the threat of force to gain increasing concessions from the Chinese. From the perspective of Britain, the conflict was about allowing free trade. The Chinese, meanwhile, were confronted with a dramatic drug problem. Their differing perspectives led to the outbreak of war. In this lesson, students get a chance to see the causes of the war from both sides.

Vocabulary

- Hong—Chinese merchants who had permission from their government to trade with foreigners
- Middle Kingdom—Chinese name for their country, implying it was the center of the world; foreigners had to come to China to show respect for the emperor
- Commissioner Lin—Chinese official who tried to stop opium smoking in China
- Inflation—general rise in prices
- Bribe—illegal payment made to an official to get permission or other favors
- Opium War—war in which Britain defeated China to maintain opium trade
- Treaty of Nanjing—agreement in which China gave Britain the city of Hong Kong, opened ports to British trade, and paid for the war and the destruction of opium, among other concessions
- Unequal treaties—several treaties in which China made all the concessions
- £ —monetary symbol for the British pound

Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Identify assumptions

- Ask questions about context
- Ask questions about sources
- Generate ethical options
- Predict unintended consequences
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(40–50 minutes)*

Procedure

Distribute Handout 1 and have students decide individually which of the ten choices they will make as a leader in China. Remind students that they can choose as many options as they would like. Then have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Encourage students to ask questions, three of which are outlined in the Decision-Making Analysis section below. Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various choices. Have students explain why they picked the option(s) that they did. Then have the class re-vote. Distribute Handout 2, showing the outcomes of the Chinese decisions, and have students comment on what surprised them. If students comment that the legalization of opium shows that drugs should be legalized today (not a remote possibility), ask them to analyze that analogy. How are the two cases different?

Tell students that now they are going to analyze the situation from the British point of view in reaction to the Chinese decisions in Handout 2. As they are reading and deciding, cue students that this new perspective gives them an opportunity to focus on the skill of point of view or empathy. How does the situation look different from this other point of view? What information is left out from each point of view? Distribute Handout 3 and have students decide individually which of the three choices they will make as the British Foreign Secretary. Repeat the steps outlined above for Handout 1. Ask students if seeing the crisis in China from the British point of view would now change their decision as the Emperor Daoguang in Handout 1. After this discussion, distribute Handout 4, showing the outcomes of the British decisions regarding the interference with the opium trade, and have students comment on those outcomes. Did anything surprise students about the short-term or long-term effects of the war? How did their decision making compare to the decision making of the British foreign secretary?

Option—Primary Source: Have students read Handout 5, Lord Palmerston's Dispatch to the Chinese Emperor, and answer the questions for analysis. Possible answers:

1. List four or more arguments that Lord Palmerston makes to justify the use of force against China. How strong are these arguments? Do they justify the use of force? (Several of Palmerston's arguments are questionable. For example, the Chinese did

punish their own merchants, drug smugglers, and officials. The British merchants weren't imprisoned in the sense of being taken to prison, but they were detained in the trading area of Canton. They did have a shortage of food for several days, but they were not threatened with starvation. Governments can justifiably treat outsiders differently than they treat their own citizens and every country does this. Countries also have the right to start enforcing laws that have not been enforced vigorously in the past.)

2. Is Lord Palmerston's dispatch an example of imperialism? (Some students may argue that this is not imperialism because Britain was fighting to protect British citizens who had been mistreated. The British government gave the Chinese a chance to correct the wrong, so the burden of instigating war is on the Chinese. Others may argue that it is imperialism because the British government was fighting to protect merchants engaged in the opium trade. Even more, it looks like the British were demanding additional concessions over and above mere compensation. The compensation issue was just an excuse for Britain to gain Hong Kong and other trade opportunities for textiles and other products. The British attacked because they were stronger, and thus in a position to punish the Chinese.)

3. How reliable is this document as a source? (Lord Palmerston's Dispatch is a primary source about British foreign policy in the Opium War. It is a public document to be read by the Chinese, so Palmerston has every reason to exaggerate the misdeeds done to the British and justify actions taken by the British. Other documents contradict some of the points made by Palmerston, for example, his description of the punishment of Chinese merchants by Commissioner Lin.)

Option—Virtual Field Trip: A great visual resource is the online exhibit by MIT, Visualizing Cultures, entitled "The First Opium War, 1839-1842." You might want to have students take a field trip through this exhibit and then discuss their reactions. The exhibit is available at http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay02.html

Reflecting on Decision Making

Ask students how well they did on decision making on this problem. Which decision-making skills were especially important in making these decisions as the emperor of China? As the British foreign secretary? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

Ask students what technological, geographic, demographic, or economic factors set the context for the opium war. (The Industrial Revolution is one factor which pushed the British toward war; the silver-based international trading system, was an important factor for both sides in the opium trade; the favorable climate for growing tea in China and opium in India helped set the stage for the conflict.)

Connecting to Today

Ask students what they think government policy should be today with regard to drugs. Should government policy lean more toward enforcement? Should some drugs be legalized? What does Chinese policy toward drugs in 1839 teach us, if anything, about this issue?

Troubleshooting

The effects of England's trade deficit (initially, they were using silver to buy tea and other products in far greater quantities than the Chinese were buying British products) or the effects on China of their own trade deficit (the Chinese were also using silver to buy Indian opium from British traders and eventually these payments in silver began to create serious silver shortages in China, on which the Chinese economy and taxes were based) may be difficult for some students to understand. The role of silver in international trade can be hard to grasp. Use an explanation from an economics book or website on balance of payments if students are confused.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

You could choose only the first problem, in which students decide what to do as the Chinese Emperor. Give Handout 1 for homework and have students make their choices. In class, ask for a show of hands for and against the various options. Discuss reasons for five minutes. Distribute Handout 2, showing the outcomes, and have students write their reactions for homework.

On the other hand, you could choose to focus on British decision making. Tell students that the Chinese government cracked down on the trade in and consumption of opium in 1839, including seizing the opium from British merchants and destroying it, and using soldiers to detain the merchants in the port until the opium was turned over to Chinese authorities. Give Handout 3 for homework and have students make their choice. In class, ask for a show of hands for and against the three options. Discuss reasons for five minutes. Distribute Handout 4, showing the outcomes, and have students write their reactions for homework.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 4)

The British East India Company grew massive quantities of the opium in India and had a monopoly on the opium trade until 1834. When the British government ended the monopoly in 1834, many other merchants got involved in the trade, and the volume of opium sold to China increased dramatically. (This information was left out of the problem because it isn't directly relevant to the decisions students need to make.)

British officials resented the protocol whereby foreigners were forced to bow before the Chinese emperor before beginning any negotiations. Starting in 1793, many British diplomats began refusing to kowtow, because they represented their ruler's voice and authority and being forced

to bow implied the British monarch was inferior to the Chinese emperor. Some even left China without negotiating. The dispute over the kowtow illustrates the role of perceptions in the decisions over opium. Both the Chinese and the British thought they were superior to the other. That feeling of superiority contributed to the outbreak of war.

The Cohong system of trading was a government sponsored monopoly. By limiting foreign trade to the thirteen families of hong traders, the government could control the amount of trade. Since the traders got their positions through government favor, they could be coerced to pay bribes to keep their special positions. Corruption was rampant in the system.

Commissioner Lin tried to send a letter to Queen Victoria, asking why she, as the monarch of a civilized country, allowed the opium trade to continue. This letter is not included in the problem because it never actually reached the queen.

British opium traders heard about the discussion taking place in the Chinese emperor's court on what to do about the opium trade. Since the traders thought the drug would be legalized, they stockpiled extra opium, thus increasing the amount seized and the value of the corresponding reimbursement.

Historian John Fairbank argues that the Chinese did not see the Treaty of Nanjing as significantly changing China's place in the world, because the Chinese had negotiated a similar treaty in some ways with the Russians with regard to Turkestan. That treaty, which opened trade in several cities, had not changed the situation for China, so the Chinese felt the Nanjing Treaty would bring about minimal change.

Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

* **Consider other points of view.**

* **What are my assumptions? Emotions?**

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

* **Generate options to help achieve these goals. Are they ethical?**

E = Effects

Predict unintended consequences

Play out the options: what could go wrong?

*Denotes topics emphasized in this lesson. The bold items are skills involved in the lesson.

- **Identify any underlying problem(s):** The underlying problem for the Chinese is the military weakness of China and the comparative strength of Great Britain. Anything the Chinese choose to do has to be considered in the light of avoiding war with Britain.
- **Consider other points of view:** The lesson is set up so students first see the problem from the Chinese point of view and then see the same problem from the British point of view. Cue students to think about how they view the problem differently in the British point of view compared to that of the Chinese.
- **Identify assumptions:** Both sides involved thought they were superior to the other. The Chinese wanted "barbarians" to kowtow before the Emperor as part of their traditional system of interacting with outsiders. The kowtow implied the inferiority of non-Chinese people. The British, who felt they were superior, were not about to kowtow and were not about to let their merchants be humiliated, even if they were trading in opium.
- **Ask questions about context:** Asking questions is very important in this lesson. Some possible questions and suggested answers for the Chinese are:

1. How strong is the Chinese navy? Is it strong enough to attack the British opium ships off the coast? (China has essentially no navy. It has some war junks (ships), but these are too weak to attack even the opium trade ships off the coast.)

2. How strong is the Chinese army? (The Chinese completely outnumber the few thousand British soldiers available to fight in China. However, Chinese weapons, including guns and artillery, are outmoded. In addition, the Chinese are not united as a nation. There are few Chinese who are motivated by patriotism to fight for their country. China is very unlikely to defeat British forces.)

3. Will legalizing opium increase or reduce opium use in China? (There was no way of knowing for sure at the time. But if, for example, opium use did not go up significantly, government resources could have been used in different ways, rather than on enforcement that wasn't working and was increasing corruption.)

4. How addictive is opium, and how harmful was it to the Chinese people's well-being and livelihood? After all, if it's not really hurting anyone, why worry about it? (This issue is surprisingly controversial. Against the commonsense view, some have argued that the opium being smoked in those days, far less potent than today's opiates, might have left all but the heaviest smokers only slightly impaired, meaning that they would be more or less fully functioning members of society.)

- **Ask questions about sources:** The reporting by missionaries in Handout 1 should be questioned. The missionaries were seeing the outcasts of Chinese society. Many of the smokers they were seeing were in the end stages of their addiction. They may not have been an accurate representation of all opium smokers, some of whom may have been able to function in society. A further problem with this evidence is that opium is an effective pain killer and so it would have also been used by people with serious illnesses. Maybe the missionaries were seeing people with serious illnesses who were taking opium to relieve the pain of their illnesses. The "walking skeletons" may have been that way due to a pre-existing illness, not opium.

- **Generate ethical goals:** The ethical/moral question of selling drugs to people is a major factor in this problem. For China, it is pertinent to the question of whether to legalize opium or to engage in stricter enforcement of the anti-drug laws. For Britain, it concerns whether the British should allow merchants to sell the drug to the Chinese, or even allow the drug to be grown. The British East India Company controlled the production and trade of opium from India to China.

- **Predict unintended consequences:** Consequences are outlined in Handout 4. How many of these consequences did students anticipate?

- **Play out the options:** Commissioner Lin said repeatedly that he did not want to enter into a war with Britain. Nevertheless, his decision to seal off the trading area of Canton was a major cause of the war, at least in the arguments of Lord Palmerston (Handout 5). Had he played

out this option more fully, perhaps by having one of his advisers role play Lord Palmerston, he might have decided to try a course of action less drastic than holding the merchants hostage. Option B in Handout 1 is not realistic. The British were never going to accept payment of tea for opium, as silver was universally used to exchange goods within the British Empire. Trading goods for goods on this massive scale would not have been done. It would have been considered a step back from trade based on a monetary medium of exchange. Also, the British sellers of opium traded with one set of hong merchants, receiving silver for their opium, and then traded the silver with different hong merchants for tea. Eliminating silver would have disrupted the whole pattern of trade. Students who choose Option J—opening rehabilitation clinics—should consider the initial cost of building and staffing them, and they should count on some level of corruption from dealing with drugs in the clinics. How would they try to control the corruption?

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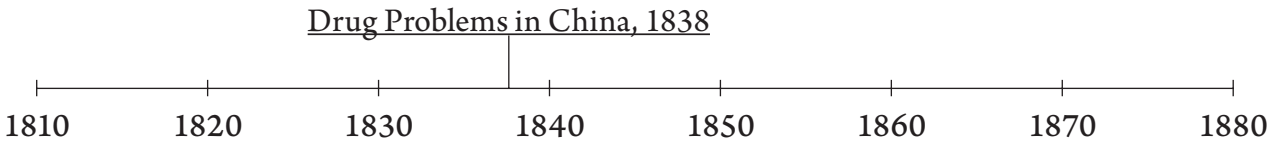
LESSON 2: THE OPIUM WAR, 1839

VOCABULARY

- Hong—Chinese merchants who had permission from the government to trade with foreigners
- Middle Kingdom—Chinese name for their country, implying it was the center of the world; others had to come to China to show respect for the emperor
- Commissioner Lin—Chinese official who tried to stop opium smoking in China
- Inflation—general rise in prices
- Bribe—illegal payment made to an official to get permission or other favors
- Opium War—war in which Britain defeated China to maintain opium trade
- Treaty of Nanjing—agreement in which China gave Britain the city of Hong Kong, opened ports to British trade, and paid for the war and the destruction of opium, among other concessions
- Unequal treaties—several treaties in which China made all the concessions
- £—monetary symbol for the British pound

PROBLEM—CHINESE DECISION ON THE OPIUM TRADE



The year is 1838 and you are Chinese Emperor Daoguang. China faces a number of difficulties, but one problem that stands out is opium addiction. People have been using opium around the world for medical purposes for thousands of years, and it is also taken by individuals to relax. However, the use of opium in China is very different. Unlike its use in other countries, most Chinese are smoking opium, so it is a much more powerful narcotic. For these people, addiction is a major problem. The smokers become listless, unable to concentrate or work effectively. Eventually, according to missionaries, they become emaciated and sick, resembling "walking skeletons." Many addicts die. One missionary described the tragedy: "Once they [smokers] have got the habit they cannot rid themselves of it, and every day they have to smoke as often as they smoked before; because if they don't have a pipe at the usual hour their eyes begin to run, their mouths fill with saliva, and eventually they faint dead away." Opium addiction is also associated with higher crime. Some addicts steal in order to get the money to pay for the opium. Meanwhile, criminals are a big part of the opium trade, engaging in blackmail and extortion.

Opium use has spread throughout all tiers of Chinese society, including government officials and businessmen. It is hurting the Chinese economy and government. Previous emperors have made opium illegal, passing new laws almost every year. Naturally, making opium illegal has increased corruption by government officials. Traders in opium cannot legally sell the product, so they pay bribes to government officials to buy the opium, to bring it ashore, to sell it, and so forth. The bribes extorted by government officials are called "squeeze," and the officials depend on this extra money.

The opium is mainly supplied from India, though some comes from Turkey, and is brought for the most part by British merchants, along with merchants from other European countries and from the United States. The opium is sold in India to the Western merchants, who bring it on ships to designated spots a few miles off the coast of China (for example, Lintin Island, shown on Map 1). The government-approved Chinese merchants, called hong, then buy the opium and send boats out to the ships to get it. The deals are made in merchant houses located mainly in the Chinese city of Canton (Map 1).

Map 1

The Chinese merchants sell mostly tea to the British merchants, but since the amount of opium has been increasing so much in the past twenty years, the value of the tea sold to the British has not kept up with the value of the opium. The Chinese are obliged to use silver to pay the extra amount for the addictive import. The consequent drain of silver out of China's economy is a major problem. Chinese peasants use copper coins in their everyday life, but have to pay taxes in silver. As silver becomes increasingly scarce in China, every year more copper coins are needed to exchange for one silver coin, and therefore taxes are constantly going up. This trend will likely lead to rebellion in China. Moreover, as silver becomes scarcer, the value of copper coins goes down, causing inflation.

Your advisers are split on how to handle the opium problem. One group favors legalizing the drug. With sales of opium increasing every year, it is obvious that prohibition isn't working. They argue that since the drug is illegal, it leads to illegal trade and therefore to corruption by government officials and reduced respect for the government. When Chinese citizens see that some people break the law and nothing happens, it encourages other people to break other laws. Prohibition of the drug can't be enforced, so why keep it illegal? Moreover, if the drug were legalized, it could be taxed, which would bring in more revenue for the government. In addition, legalization

would allow opium to be grown in China, which would gradually squeeze foreign traders out of the market.

The second group of advisers thinks that legalization is a crazy idea. They argue that the laws prohibiting opium should be enforced with even greater firmness. Some of these advisers see opium addiction as a moral question. Some people are dying from addiction. One adviser said, "Opium is nothing else than a flowing poison . . . [that] utterly ruins the minds and morals of the people." Instead of helping the addicts by stopping the opium trade, making it legal would just spread the addiction problem further into the population. Other advisers in this group want to take a stand against the opium traders. If the problem is poor law enforcement, then the solution is better enforcement, not doing away with the restrictions. These advisers see the British (and other foreign traders) as greedy barbarians who have smuggled in a form of poison to the Chinese population in order to pay for the tea they love to drink and to weaken China from within. China is the Middle Kingdom, the center of the world, the Celestial Empire. For hundreds, even thousands, of years China has been the most advanced country in the world, and many Chinese feel innately superior to the upstart European traders. China should not be dragged down by these foreign traders. The opium trade must be stopped.

Which will you do? You can choose as many options as you would like.

A. Legalize opium—prohibition isn't working. Legalization will reduce government corruption, bring in tax revenue and reduce the foreign trading presence in China.

B. Legalize opium and make the British traders accept only tea (not silver) as payment for the opium—in addition to achieving the advantages in Option A, this will also stop the flow of silver out of China and will help peasants pay taxes.

C. Enforce prohibition more strictly by arresting Chinese opium traders.

D. Enforce prohibition more strictly by punishing Chinese opium smokers.

E. Enforce prohibition more strictly by seizing the opium from traders, including foreign traders, and destroying it.

F. Enforce prohibition more strictly by arresting foreign opium traders.

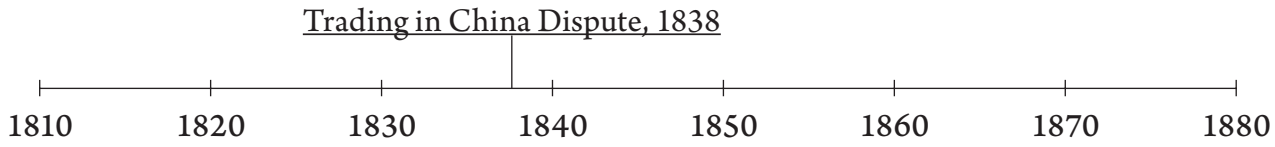
G. Enforce prohibition more strictly by cutting off all trade with foreign countries.

H. Enforce prohibition more strictly by attacking the foreign ships loaded with opium.

I. Make anti-drug statements to the public to get people to stop taking drugs and smugglers to stop selling it. ("Just say no" to drugs.)

J. Open drug rehabilitation clinics to help people to recover from addiction. Part of the rehabilitation would be self-help groups in which members hold each other accountable for staying off the drug.

OUTCOMES—CHINESE DECISION ON THE OPIUM TRADE



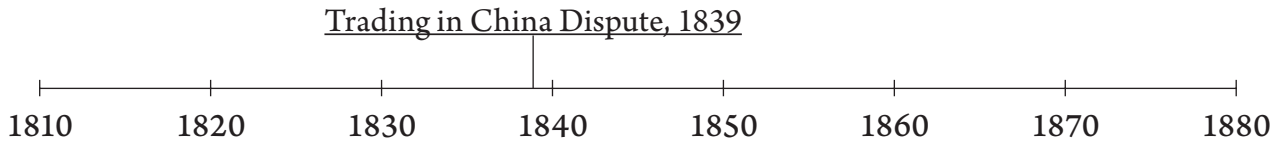
Emperor Daoguang of China was won over by the arguments of the faction that favored stricter enforcement rather than legalization. He appointed Lin Zexu as a special imperial commissioner to stop the opium trade. Commissioner Lin, as the British called him, was a hardworking, thoughtful person who gathered a great deal of information to figure out the causes of the opium crisis. He then took a systematic approach to stamping it out. He made anti-drug statements explaining the evils of smoking the drug (Option I). He set up accountability groups of five people each (Option J). Each member of a group pledged to keep the other members from smoking opium. He did not set up rehabilitation clinics. He told teachers to report students who smoked. He gave smokers two months to hand over their opium and their pipes, after which they would be arrested and punished (Option D). Some advisers wanted the smokers to be strangled, but Lin opted for whipping or making them carry around a wooden neck collar for punishment. Thousands of pounds of opium and over 50,000 pipes were turned in. Chinese opium traders were told to stop trading in opium or face arrest (Option C), and they were told to stop lying about foreign traders not being involved in the opium trade when everyone knew they were.

Lin demanded that foreign merchants turn over all their opium to be destroyed (Option E). The merchants refused, arguing that their cargos were the property of people in India and elsewhere. The opium wasn't theirs to give. Lin had Chinese police close off all entry and exit routes from the trading area of Canton, in effect taking foreign merchants hostage (Option F). He regarded the merchants as criminals and didn't want them to escape. The British official in the Canton area independently decided to pay the merchants from the British treasury to turn in the opium, which the merchants were delighted to do, since they would now be paid for the entire cargos of opium at full price. The British official turned over all the opium, worth over £6 million, to be destroyed. Commissioner Lin promptly destroyed it by mixing it with lime and dumping it into a river to be washed out into the ocean.

The Chinese did not legalize opium (Options A and B) at this time. However, they did legalize it twenty years later, in 1858. Opponents of legalization predicted that imports of opium would skyrocket with legalization. But exports of opium to China stayed at about the same level after 1858, showing that prohibition of opium did not really make a significant impact on imports.

The Chinese did not cut off all trade (Option G), as this would have dramatically hurt the Chinese economy, dependent as it was on exporting tea and silk, as well as other goods. Attacking the opium ships (Option H) wasn't practical, as the Chinese had no real navy. Moreover, Commissioner Lin did not want to get into a war with Britain, and attacking British ships was likely to be seen as an act of war.

PROBLEM—BRITISH DECISION ON THE OPIUM TRADE



The year is 1839 and you are Lord Palmerston, the foreign secretary of Britain. As the foreign secretary you are in charge of Britain's foreign policy. One issue that has many people's attention in Britain is the destruction of British property in China. Earlier this year, Commissioner Lin of China demanded the British merchants in the Canton area give over to him all the opium in their possession, without compensation, to be destroyed. The merchants pointed out that most of the opium wasn't theirs to give up; it was owned by merchants in India, Singapore, or elsewhere. At this point, Commissioner Lin ordered Chinese soldiers to seal off the trading area in Canton, in effect, taking the British merchants hostage. The British diplomat in the Canton area decided to ask the British merchants to turn in the opium to him so he could hand it over to Lin. He promised the merchants that the British government would pay them the full market price of the opium. When presented with the opium, Commissioner Lin carried out his plan and publicly destroyed it by flushing it into the ocean.

The British merchants are now asking that the British government honor its pledge and pay them for the now-destroyed opium. Unfortunately, the total amount is over £6 million. The government is in a very weak position in Parliament, holding a bare majority of parliamentary seats, and it is running a deficit this year. There simply isn't money in the Treasury to pay this amount. Your opponents would have a field day criticizing your leadership if you paid money for some Chinese Commissioner who seized and destroyed private property after taking British subjects hostage! This may be an exaggeration of what actually happened, but your opponents are going to say this, for sure. They will argue that the British Empire, the strongest power on earth, should go and get the £6 million from the Chinese through naval power. Countries that attack British property or mistreat British citizens should be taught a lesson by British cannonballs, not have their misdeeds paid for by the British government.

Historical Context

Britain has long been the champion of free trade around the world. People look to Britain for its values of political and economic freedom. In Asia, British interests center on India, where British traders and government officials have been involved for more than a century. The British people love tea and their tea comes from China. The importation of tea caused a problem,

however, because the British couldn't sell enough products to the Chinese to pay for all that tea. Instead, they paid for it in silver, and as a result, silver flowed out of Britain into China.

This loss of silver is a problem because silver is the basis of the money supply in Britain. Without silver, the money supply shrinks. This can lead to a slowdown in the economy and higher unemployment, or force the government to print money not backed by silver and thereby cause inflation. Either of these effects, higher unemployment or inflation, will hurt the country and be very unpopular.

Just when the problem had been reaching a crisis in the early 1800s, British traders found something they could sell to China—opium. The opium trade has since allowed British traders to buy Chinese tea with another product, rather than with silver. In fact, silver is now flowing out of China and into Britain. The opium/tea trade is bringing prosperity to British companies, to the British government, to businesses in India, and to the Indian government.

People have been using opium for medical purposes for thousands of years, and it is also taken by individuals to relax. It is widely used around the world by millions of people. At this point, however, it has become a powerful narcotic, and many Chinese are smoking it. For these people, addiction is a major problem.

It is important to remember that the British government is not engaged in the opium trade. It is a sordid business, but it is being carried out by private traders. Many British people and leaders feel the British government needs to defend, not the trade itself, but the British opium traders. The traders anchor their ships in the ocean off the coast of China, not in Chinese harbors (See Map 1 in Handout 1). The Chinese traders come to them to buy the opium. It's a free trade, so there is no legal justification for interfering with the trade. If the Chinese government really wanted to stop the trade, the government officials could stop taking bribes and enforce the anti-drug laws on their own traders. That would stop the whole problem. One British official stated, "If your people are virtuous they will desist from the evil practice; and if your officers are incorruptible, and obey their orders, no opium can enter your country." Interfering with traders from another country, arresting them, and destroying private property is a violation of the right to trade. If the opium is cut off from India, it will be replaced by opium from other places as long as the demand for it remains high. The Chinese are cracking down on the importation of opium, these people argue, not because opium is hurting people, but because they hate losing silver. A British naval captain stated in 1839, "I do not think they [Chinese government officials] care two pence about the immorality of using opium." There are petitions by two hundred ninety-seven British manufacturing businesses (mostly textile companies) from Manchester, Leeds, Liverpool, and London asking that more ports in China be opened for trade of British products to pay for Chinese tea and that the British government protect trade with China.

It is important, many leaders argue, to make a strong response to China. About five years ago, when a British official tried to negotiate without using force, the Chinese kept delaying him

until he was forced to withdraw, and he eventually died without having accomplished anything. The lesson is clear. The Chinese respond to force, not diplomacy.

On the other hand, many other British people, including religious people and British missionaries in China, believe that the opium trade is immoral and the British government should therefore not protect the opium traders. The London *Times* has published many articles on the terrible effects of opium in China. While it is true that the Chinese government should do more to stop the demand side of the opium trade, the British government should take action to cut the supply side of the trade. People are dying from the drug in China, the economy is being hurt because many people are not able to work as hard or concentrate on their work, and the society is being affected by increased crime and corruption caused by the trade. Britain is a civilized nation. Therefore, it should take action to stop the sale by British citizens of a drug that is hurting the welfare of another society.

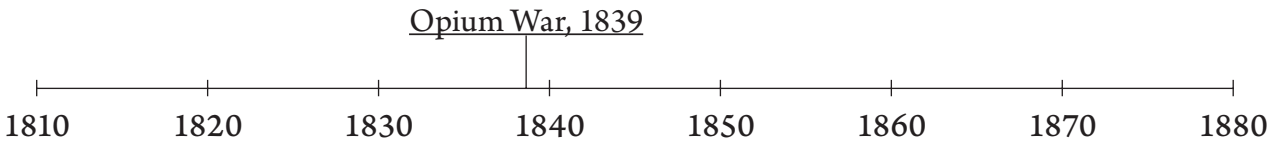
Which will you do? Choose only one option.

A. Send a naval force to attack China to get her to pay the £6 million for the opium, plus pay for the cost of the fighting. The Chinese cannot be allowed to seize property and mistreat British citizens.

B. Stay out of the situation. Pay the money to the British merchants and let the Chinese handle their drug problem their way

C. Pay the money to the British merchants and make a deal to help the Chinese government stop the importation of opium to China.

OUTCOMES—BRITISH DECISION ON THE OPIUM TRADE



The British cabinet, led by Foreign Secretary Palmerston, decided to send a naval force to attack ports in China and blockade other ports in what became known as the Opium War (1839–1842). After the decision was carried out, Parliament debated British policies in China, but most of the debate was about how the government had managed (or mismanaged) the situation with China, not about whether Britain should have gone to war with China.

The British won all the battles in the war. British ships went wherever they pleased—the Chinese were unable to stop them. When a fleet of steamships went up the Yangzi River to attack the major city of Nanjing, the Chinese gave up and agreed to British demands. In the Treaty of Nanjing, the Chinese agreed to:

British steamship (right) destroys a Chinese war junk.
Painting by Edward Duncan, 1843.

- Pay the £6 million to compensate the British government for the losses to the British merchants
- Pay Britain for the cost of the fighting of £12 million
- Open five ports to British trade
- Give the island of Hong Kong to Britain
- Eliminate internal taxes on British goods and eliminate the Cohong monopoly system of trading. British merchants could now trade with whomever they wished.
- Pay British merchants £3 million for bad debts from hong merchants

It was the first of many unequal treaties (in which China made all the concessions) for China. Later treaties opened more ports to merchants of other countries and put them above Chinese laws, insisting that they only be held accountable to their own country's laws.

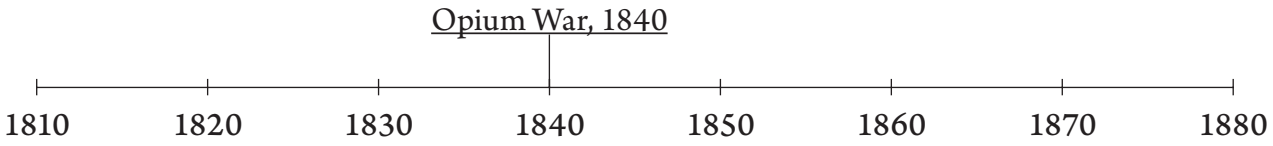
Illustration source: Public domain, via Wikimedia Commons

Most people in China did not see the results of the Opium War as a major problem. In fact, most people saw no effect at all. The money was paid and trade was expanded with the British. But the trade did not increase much, so most Chinese people still didn't see any British merchants. What Chinese leaders and people misunderstood, however, was the extent to which China lagged behind the West in terms of technology. A country from halfway around the world sent a force to punish the Chinese, and China could not prevent the attack. British steamships demonstrated that inland cities, not just coastal cities were now vulnerable to attack. The Middle Kingdom was no longer the center of the world. Other countries, especially nearby Japan, saw China as weak and stagnant. It would take decades before most Chinese citizens saw how fundamentally the position of China in the world had changed.

Most people in Britain were satisfied that a case of mistreatment of British citizens in China had been corrected and the cause of free trade had been defended. The opium trade went on as it had before Commissioner Lin had interfered. Some people in Britain thought it was unethical to fight a war to defend drug smugglers. Soon enough, however, the Opium War faded from the spotlight and the British public moved on to focus on other issues, such as urban sanitation, industrial growth, or policies in Africa.

Leaders on both the Chinese and British sides moved toward war because they believed they were the superior society compared to the other. "Why," each side's leaders reasoned, "should we give in to people who are inferior to us?" Leaders on both sides felt they needed to teach the other country a lesson.

PRIMARY SOURCE



DISPATCH FROM LORD PALMERSTON TO THE EMPEROR OF CHINA

LORD PALMERSTON TO THE MINISTER OF THE EMPEROR OF CHINA
F.O., London, February 20, 1840.

THE UNDERSIGNED, Her Britannick Majesty's Principal Secretary for Foreign Affairs, has the honour to inform the Minister of The Emperor of China, that Her Majesty The Queen of Great Britain has sent a Naval and Military Force to the Coast of China, to demand from The Emperor satisfaction and redress for injuries inflicted by Chinese Authorities upon British subjects resident in China, and for insults offered by the same Authorities to the British Crown.

…[T]here has always been within the territory of The Emperor of China a certain number of British Subjects, and a large amount of British Property; and though no Treaty has existed between the Sovereign of England and the Emperor of China, yet British Subjects have continued to resort to China for purposes of trade, placing full confidence in the justice and good faith of The Emperor….

But the British Government has learnt with much regret, and with extreme surprise, that during the last year certain officers, acting under the Authority of The Emperor of China, have committed violent outrages against the British Residents at Canton, who were living peaceably in that City, trusting to the good faith of the Chinese Government; and that those same Chinese officers, forgetting the respect which was due to the British Superintendent in his Character of Agent of the British Crown, have treated that Superintendent also with violence and indignity.

It seems that the cause assigned for these proceedings was the contraband trade in Opium, carried on by some British Subjects.

It appears that the Laws of the Chinese Empire forbid the importation of Opium into China, and declare that all opium which may be brought into the Country is liable to confiscation.

The Queen of England desires that Her Subjects who may go into Foreign Countries should obey the Laws of those Countries; and Her Majesty does not wish to protect them from the just consequences of any offences which they may commit in foreign parts. But, on the

other hand, Her Majesty cannot permit that Her Subjects residing abroad should be treated with violence, and be exposed to insult and injustice; and when wrong is done to them, Her Majesty will see that they obtain redress.

Now if a Government makes a Law which applies both to its own Subjects and to Foreigners, such Government ought to enforce that Law impartially or not at all. If it enforces that Law on Foreigners, it is bound to enforce it also upon its own Subjects; and it has no right to permit its own Subjects to violate the Law with impunity, and then to punish Foreigners for doing the very same thing.

Neither is it just that such a Law should for a great length of time be allowed to sleep as a dead letter, and that both Natives and Foreigners should be taught to consider it as of no effect, and that then suddenly, and without sufficient warning, it should be put in force with the utmost rigour and severity.

Now, although the Law of China declared that the importation of Opium should be forbidden, yet it is notorious that for many years past, that importation has been connived at and permitted by the Chinese Authorities at Canton; nay, more, that those Authorities, from the Governor downwards, have made an annual and considerable profit by taking money from Foreigners for the permission to import Opium; and of late the Chinese Authorities have gone so far in setting this Law at defiance, that Mandarin Boats were employed to bring opium to Canton from the Foreign Ships lying at Lintin….

If the Chinese Government had suddenly determined that the Law against the importation of Opium should be enforced, instead of remaining, as it long had been, a dead letter, that Government should have begun by punishing its own Officers who were the greatest delinquents in this matter, because it was their special duty to execute the Law of their own Sovereign. But the course pursued by the Chinese Government has been the very reverse; for they have left unpunished their own officers, who were most to blame, and they have used violence against Foreigners, who were led into transgression by the encouragement and protection afforded to them by the Governor of Canton and his inferior Officers.

Still, however, the British Government would not have complained, if the Government of China, after giving due notice of its altered intentions, had proceeded to execute the Law of the Empire, and had seized and confiscated all the opium which they could find within the Chinese territory, and which had been brought into that territory in violation of the Law. The Chinese Government had a right to do so, by means of its own officers, and within its own territory.

But for some reason or other known only to the Government of China, that Government did not think proper to do this. But it determined to seize peaceable British Merchants, instead of seizing the contraband opium; to punish the innocent for the guilty, and to make the sufferings of the former, the means of compulsion upon the latter; and it also resolved to force

the British Superintendent, who is an officer of the British Crown, to become an instrument in the hands of the Chinese Authorities for carrying into execution the Laws of China, with which he had nothing to do.

Against such proceedings the British Government protests, and for such proceedings the British Government demands satisfaction.

A large number of British Merchants who were living peaceably at Canton, were suddenly imprisoned in their houses, deprived of the assistance of their Chinese servants, and cut off from all supplies of food, and were threatened with death by starvation, unless other persons, in other places, and over whom these Merchants so imprisoned had no authority or control, would surrender to the Chinese Government a quantity of Opium which the Chinese Authorities were unable themselves to discover or to take possession of, and a portion of which was at the time not within the territories and jurisdiction of China. Her Majesty's Superintendent, upon learning the violence which was done towards these British Merchants, and the danger to which their lives were exposed, repaired, though with some risk and difficulty, to Canton, in order to enquire into the matter, and to persuade the Chinese authorities to desist from these outrageous proceedings. But the Imperial Commissioner did not listen to Her Majesty's Officer; and in violation of the Law of Nations, and in utter disregard of the respect which was due by him to an officer of the British Crown, he imprisoned the Superintendent as well as the Merchants, and, continuing to deprive them all of the means of subsistence, he threatened to put them all to death by starvation, unless the Superintendent would give to other persons, not in Canton, orders which he had no power or authority to give, for delivering to the Chinese Authorities a fixed quantity of Opium.

The Superintendent, in order to save the lives of his imprisoned fellow Countrymen, gave at last the orders required of him, and the parties to whom these orders were addressed, although by no means bound to obey them, and although a great part of the property demanded, did not belong to them, but was only held by them in trust for others, yet complied with these orders, wishing no doubt to rescue the British Merchants in Canton from death, and trusting that the Queen of Great Britain would at a future time cause them to be indemnified for their loss.

…[T]he British Government demands full satisfaction from the Government of China for these things. In the first place it requires, that the Ransom which was exacted as the price for the lives of the Superintendent, and of the imprisoned British Merchants, shall be restored to the persons who paid it, and if, as the British Government is informed, the goods themselves, which were given up to the Chinese Authorities, have been so disposed of, that they cannot be restored to their owners, in the same state in which they were given up, then the British Government demands and requires that the value of those goods shall be paid back by the

Government of China to the British Government, in order that it may be paid over to the Parties entitled to receive it.

In the next place, the British Government demands satisfaction from the Government of China for the affront offered to the Crown of Great Britain, by the indignities to which Her Majesty's Superintendent has been subjected; and the British Government requires that in future the officer employed by Her Majesty to watch over the commercial interests of Her Subjects in China, and to be the organ of communication with the Government of China, shall be treated, and shall be communicated with by that Government, and by its officers, in a manner consistent with the usages of civilized Nations, and with the respect due to the Dignity of the British Crown.

Thirdly.- The British Government demands security for the future, that British Subjects resorting to China for purposes of trade, in conformity with the long-established understanding between the two Governments; shall not again be exposed to violence and injustice while engaged in their lawful pursuits of Commerce. For this purpose, and in order that British Merchants trading to China may not be subject to the arbitrary caprice either of the Government at Peking, or its local Authorities at the Sea-Ports of the Empire, the British Government demands that one or more sufficiently large and properly situated Islands on the Coast of China, to be fixed upon by the British Plenipotentiaries, shall be permanently given up to the British Government as a place of residence and of commerce for British Subjects; where their persons may be safe from molestation, and where their Property may be secure.

Moreover, it appears that the Chinese Government has hitherto compelled the British Merchants resident at Canton to sell their goods to certain Hong Merchants, and to no other persons, and the Chinese Government, by thus restricting the dealings of the British Merchants, has become responsible for the Hong Merchants to whom these dealings were confined. But some of those Hong Merchants have lately become insolvent, and the British Merchants have thus incurred great pecuniary losses, which they would have avoided, if they had been allowed to trade with whomsoever they chose. The British Government therefore demands that the Government of China shall make good to the British Creditors the Sums due to them by the insolvent Hong Merchants….

The British Government therefore has determined at once to send out a Naval and Military Force to the Coast of China to act in support of these demands, and in order to convince the imperial Government that the British Government attaches the utmost importance to this matter, and that the affair is one which will not admit of delay….

PALMERSTON.

Source: Palmerston, Lord. "Letter to the Minister of the Emperor of China, 1840." Quoted in China's External Relations: A History, by Neil Burton. Sophia University. http://www.chinaforeignrelations.net/node/247.

Questions for Analysis

1. List four or more arguments that Lord Palmerston makes to justify the use of force against China. How strong are these arguments? Do they justify the use of force?
2. Is Lord Palmerston's dispatch an example of imperialism?
3. How reliable is this document as a source?

LESSON 3: REFORMS IN BRITAIN, 1830S AND 1840S

Teacher's Guide

INTRODUCTION

Overview

Numerous reforms were proposed to deal with the many changes taking place in Britain in the 1830s and 1840s. This lesson gives students the opportunity to make decisions about some of those reforms.

VOCABULARY

- Industrial Revolution—rapid major change in an economy marked by the general introduction of power-driven machinery
- Life expectancy—how long people can be expected to live, on average, at time of birth
- Real wages—wages compared to prices
- Slums—poor, rundown areas of cities
- Poor Laws—laws regulating aid for poor people in Britain
- Thomas Malthus—economist who argued that population grows faster than food supplies
- Laissez-faire—economy that places minimum restrictions on the freedom of commerce
- Workhouse—building where poor people could get aid in exchange for working
- Settlement Laws—laws that said poor people could only get aid in their local communities
- Speenhamland System—regulation that based aid on the number of children a man had, not on his being unemployed
- Utilitarians—economists who believed that practical solutions needed to be found that would bring about the greatest good for the greatest number
- Rent control—regulation that prevents rents from being increased for apartments
- *Sanitary Report*—commission report that argued that cities needed to put in sewers and clean up better in order to save lives
- Corn Laws—tariffs on imported grains

- Food and Drugs Act—law in which the national government set safety standards for food and regulated the food supply
- Public Health Act—law in which the national government made cities build sewers
- Socialism—system of public ownership of businesses and cooperative running of the economy
- Communism—political theory that calls for the overthrow of the capitalist system by revolution and then public ownership of businesses
- Chartist movement—political reform program championed by workers in Britain

DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Consider other points of view
- Identify assumptions
- Ask questions about context
- Ask questions about reliability of sources
- Predict unintended consequences
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(50 minutes)*

Procedure

Tell the class that in this lesson they will be considering reforms that were proposed in Great Britain (England, Scotland, and Wales, but not Ireland) in the mid-1800s. Some of the reforms were adopted and some were not. Students should decide which reforms to support, if any, based on what they think was best for Britain at the time.

Distribute Handout 1 and have students decide individually whether they will support or oppose each of the reform proposals. They can support none or as many of the reforms as they would like. Have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Several questions are suggested below in the "Decision Making Analysis" section, under "Ask about context." The ideal is that students will think of questions like these on their own. If they do not think of questions, you can prompt students to go back and discuss possible questions. Bring the class together, conduct a preliminary vote on each proposal, and discuss reasons for and against them. Then have the class re-vote. Distribute Handout 2 with the outcomes, and have students comment on what surprised them or what they learned about decision making from this problem.

Option—Primary Source: Have students read Handout 3 and answer the questions for analysis. Possible answers:

1. What were three reforms proposed here? (Three reforms proposed were improved drainage and trash pick-up, district medical officers, and improved supplies of water.)
2. What does Chadwick say is the likely effect on the laboring classes of these reforms? (The likely effect of these reforms on the laboring classes was an increase in life expectancy of at least thirteen years.)
3. How reliable is this document as a source? (The author is a secondary source who gathered evidence from many primary sources. He may be objective, but he probably has a reason to lie to promote reform of the water supplies in Britain. There are other sources here that show that the water supplies were unsanitary. It is a public document, which again means the author is trying to persuade the audience.)

Reflecting on Decision Making

Ask students how well they did on decision making on this problem. Which decision-making skills were especially important in making these decisions about reforms? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

Ask students whether individual decisions by key leaders or the influence of historical forces were more important to the reforms enacted in Britain in the 1830s and 1840s. (Some may argue that the leaders brought up the reforms and worked with other leaders in Parliament to get them passed. Other Parliamentary leaders worked to defeat the reforms. Others may argue that the leaders were products of historical forces, such as industrialization, or ideologies from that time, such as classical economics. If large groups of people didn't support the reforms, the leaders wouldn't have pushed them. For example, the Poor Laws changed because taxes for the poor increased 400 percent prior to the move for reform.)

Connecting to Today

What do the outcomes of British reforms in the 1830s and 1840s tell us that can be considered relevant to the debate today between those who support more government involvement to solve problems and those who want less government involvement to preserve personal freedom?

Troubleshooting

It may be difficult for some students to understand why it would be good to allow foreign grains to come into Britain. One possibility is to have students read an excerpt from an economics textbook or website on comparative advantage or the advantages of free trade.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

Discuss only two (or three) of the problems. Assign all of the problems on Handout 1 for homework. In class, have students pair up and discuss their choices. Discuss reasons for and against two of the problems for five minutes each. Distribute Handout 2, showing the outcomes, and have students write their reactions for homework.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handout 2)

There were many other reforms, such as factory reforms, that could have been included in this lesson. The reforms selected for the lesson bring up interesting points for discussion. Factory reform at this time was essentially limited to restricting child labor. It wasn't until early in the twentieth century that Britain would pass significant laws regulating working conditions, for example.

Historian Eric Evans argues that the proponents of Poor Law reform selected evidence favorable to their arguments in their committee hearings and then wrote their reports to support their ideological beliefs. He calls it the tyranny of the expert. No one was able to oppose the experts, according to Evans, because the experts seemed to have such abundant evidence to support their claims.

Decision-Making Analysis:

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

Predict unintended consequences.

* **Play out the options: what could go wrong?**

*Denotes topics emphasized in this lesson. The bold items are skills involved in the lesson.

- **Identify underlying problem(s):** One underlying problem for the proposal on reforming the Poor Laws was the economic decline of rural areas compared with industrial areas. There was bound to be more poverty in rural areas, which would aggravate many aspects of the Poor Laws (such as taxes and keeping able-bodied men off government aid).
- **Consider other points of view:** Students should consider other points of view for all the problems, but three stand out. On the Poor Laws, students should consider the views of employers, the poor, family members of unemployed workers, and rich landowners. On the repeal of the Corn Laws, students should consider the view of food producers and processors in other countries. On Chartism, students should consider all the various classes (landed aristocracy, industrialists, shopkeepers, skilled workers, unskilled workers, professionals, etc.)
- **Identify assumptions:** Handout 1 states that some people in Britain feared a revolution. Historians think this was an unfounded assumption. Of the countries in Europe, Britain was among the furthest from revolution. One assumption made by people who supported reform of the Poor Laws was that poor people caused their own poverty. This assumption is the basis for the approach to reform that requires aid to be based on work and that conditions should

be undesirable in workhouses. If the poor can choose not to be poor by working, they will leave undesirable workhouses. The depression of 1841–1842 made it obvious that many poor people don't control their employment and therefore don't control their poverty. They had to suffer through deplorable conditions as a result of the new Poor Law.

- **Ask about context:** Some possible questions and suggested answers for the Poor Laws are:

  1. How complicated will it be to administer the Poor Laws? (Very complicated, as noted in Handout 2.)

  2. Do we have enough officials to police all the local poverty districts? (No.)

  3. On all the reform proposals, but especially Chartism, students could ask about the context in general in Europe. (In Western Europe, there was movement toward liberal reform and socialism. In Eastern and Central Europe, there was movement toward revolution.)

- **Ask about sources:** Students should ask about the reliability of the various commission reports in Britain. In the case of the Poor Laws and sanitation reports, the evidence was one-sided and stacked in favor of those who favored the reforms.

- **Predict unintended consequences:** Some of the long-term unexpected consequences are:

  1. Rent control would lead to a further shortage of housing and consequently a worsened housing situation for working class people.

  2. Participation by more working-class people in elections might lead to more reliance on mass media, increasing campaign costs, and leading to a need for more big donors for campaigns.

- **Play out the options:** In the problems on Poor Law reform and sanitary reforms, students need to consider if there were trained inspectors available. There were not, which is why these reforms progressed so slowly. Not until decades later, when there were a large number of trained inspectors available, did the reforms start taking effect. Also on the Poor Laws, students should consider what would happen if there were a recession and higher unemployment? What would happen to all those families of unemployed workers if they received no aid? Students should consider if it would be likely that Parliament would pass proposals on the Poor Laws, rent control, regulating food, sewage, and repealing the Corn Laws. (It was not likely, since Parliament was very much stacked with representatives from the rural areas who opposed reforms and changes in general.)

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LESSON 3: REFORMS IN BRITAIN, 1830S AND 1840S

VOCABULARY

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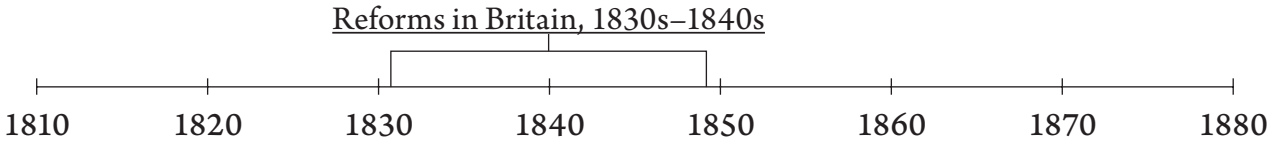
- Communism—political theory that calls for the overthrow of the capitalist system by revolution and then public ownership of businesses
- Chartist movement—political reform program championed by workers in Britain

PROBLEM—REFORMS IN BRITAIN



It is the 1830s and as a leader in Britain, you must give thought to various problems in British society and design reform proposals to make improvements. Since you don't have a specific role to play (for example, a member of Parliament from a particular district), you should decide what reforms to support based on what you think is the best for Britain in general, not for your particular interests.

The Industrial Revolution has brought great changes to Britain. Many people are migrating from rural areas to towns and cities. The percentage of people in towns and cities has reached 50 percent of the total population. Cities in Britain are growing very quickly, at an average rate of about 25 percent per decade. The British economy is growing rapidly, improving the lives of many people. According to one estimate, life expectancies have risen from twenty-five years in 1780 to forty years in the 1830s. (This means that someone born in 1830 could expect to live, on average, to be forty years old.) That's not a great life expectancy, but it is an improvement.

However, there are also many problems in Britain at this time. While there is economic growth, inequality of income is also rising rapidly. Real wages (wages compared to prices) remain about the same, while the middle class—including skilled workers—and wealthy people are piling up most of the gains. According to one estimate, the top 1 percent of British society increased its share of the economy from 25 percent in 1801 to 35 percent today, in the 1830s. Unskilled workers live in overcrowded slums with unsanitary conditions and food that is often unsafe. Three out of every twenty children born in Britain today dies in their first year of life; in many industrial cities the figure is five out of every twenty births. In some cities, more than half the children die before reaching their fifth birthday.

Many agricultural workers in rural areas, while they live in healthier conditions, suffer from higher unemployment and a higher level of poverty than workers in cities.

Some people believe that Britain is dangerously close to revolution by agricultural and industrial workers. All these changes in society are causing problems. People are being hurt economically, socially, and psychologically. Almost every year there are riots in some part of the country.

Proposal 1—Abolish or Reform the Poor Laws

There are many poor people in Britain. Currently, these poor people are being taken care of under the Poor Laws. Members of the local communities pay for aid to the poor through local property taxes, called poor rates. In many towns there is an overseer who is responsible for helping the poor,

mainly through workhouses. The overseer uses the workhouse to give aid in exchange for work to those who can work and to give direct assistance to those who can't work. The method used to provide help to the poor differs greatly from town to town. Between 1780 and 1820 taxes for the Poor Laws have increased by 400 percent. Taxpayers want to stop the cost increases.

Critics of the Poor Laws say that giving aid to people destroys their incentive to work. A Select Committee to study the Poor Laws stated in 1824 that the misguided system of relief converted hardy and energetic workers into "degraded and inefficient prisoners of the parish [local community]." If Britain is to be prosperous in the future, it needs to get all its citizens to work hard. One group of critics, laissez-faire economists led by David Ricardo, argues that government help for the poor interferes with market forces. As economies change, people in some areas will lose their jobs. They need to move to areas where the demand for jobs is greater. The Poor Laws, according to Ricardo, tend to "deteriorate the condition of both poor and rich."

The Poor Laws provide incentive for people to stay in their local area. According to Settlement Laws, only people from the local area can get relief from that area. Thus, because of the Poor Laws, there are unemployed people in one area, while there is a shortage of workers in another area. In the long run, in Ricardo's view, the Poor Laws undermine the initiative of those who receive aid. Able-bodied people who get aid become lazy and lose employment skills.

In some areas, workers have their low wages supplemented by local aid. While it helps the workers in the short run, in the long run, it depresses wages. That is, any landowner or factory owner who knows low wages will be supplemented by local aid will, of course, pay lower wages. In the Speenhamland System, workers are given aid based on the number of people in their families, not on how hard they are trying to get work. This system has the effect of increasing the number of children that families have, swelling the ranks of workers, and depressing wages further. Thomas Malthus has argued that populations naturally grow faster than food supplies, so encouraging more population growth is foolish. For these reasons, the laissez-faire critics argue that the Poor Laws should be abolished altogether and that people should get help from private charities if they are completely unable to work.

Another group of critics, utilitarians led by Jeremy Bentham, believes that practical solutions should be found for each problem in society to bring the greatest good to the greatest number. This group argues that the Poor Laws should be reformed. There should be much more emphasis on people working in workhouses. Every person who applies for aid should be given a test to see if that person can work. Those who can work would be sent to workhouses. The conditions in the workhouses should be dreary so as to give people incentive to stop getting aid and find work on their own or get aid from their families. For example, there should be enough food to avoid starvation, but the food should be monotonous. Men, women, and children should be separated in different parts of the workhouse. Able-bodied men can be put to work breaking stones, grinding corn, or picking oakum (fibers used for packing seams on ships). In the long run, the number of people getting aid would be reduced, which would reduce taxes and provide more workers for

increased economic growth. These critics also want the national government to have oversight of local aid programs to ensure each local community is giving out as little aid as possible (to cut tax costs) and making as many people as possible work for the aid. Critics want to cut the costs of government payments to the poor by limiting the number of people who can get government aid.

Defenders of the Poor Laws argue that what is done about poverty is purely a local matter. The national government or economists such as Ricardo and Bentham have no business getting involved in local issues. The real world at the local level is much more complicated than the national government or economists can understand. They should leave any changes up to the people who really know the situation in their local communities.

Which will you do?

A. Abolish the Poor Laws, as argued by the laissez-faire economists

B. Move the Poor Laws more towards workhouses, to be monitored by the national government, as argued by the utilitarians

C. Leave the Poor Laws as they are now, as argued by the defenders of local government

Proposal 2—Rent Control

Rents in cities are going up faster than wages are going up. One way to help workers is to establish a rent control policy. Under this policy, owners of rental units—landlords—would not be able to increase rents without going to a city board to justify the rent increase. The board would then decide if the landlord can increase the rent of their property. Only when the tenant has moved out of the apartment and a new rental agreement is written can the landlord increase the rent.

Laissez-faire critics argue that rent control interferes with the housing market. The solution is to let the market function freely. A demand that is greater than the supply drives up rent prices. Therefore, when housing shortages increase rent prices and profits for owners, more investors will build housing. In turn, the larger supply of houses (including rental apartments) will drive the rents back down. The market will naturally correct the problem of rents being too high.

Which will you do?

A. Support the rent control proposal

B. Oppose the rent control proposal

Proposal 3—Regulate Food

People are dying from food that is spoiled or doctored with chemicals. The national government should set standards for food that is healthy. Those who violate these standards should be punished. When the food supply has been cleaned up in cities, people will live longer and healthier lives. As an added bonus, healthy workers will lower costs for businesses and bring them more profits.

Critics argue that the quality of food is a local matter; the national government has no business setting standards. Regulation of food will increase costs, thereby increasing the price of food. This increase in prices would only make matters worse for poor people struggling to make ends meet.

Which will you do?

A. Support the regulation of food

B. Oppose the regulation of food

Proposal 4—Sewage

People in cities are dying from unsanitary water. According to the *Sanitary Report*, a government study by Edwin Chadwick, environmental factors are a leading cause of death, and can be improved by health legislation. The report shows that where you live is a major factor in how long you live. It pinpoints unsanitary water as one of the leading causes of death in cities. For example, Chadwick states that "It will . . . be observed that in the badly cleansed and badly drained wards to the right of the map [of the City of Leeds], the proportional mortality is nearly double that which prevails in the better conditioned districts to the left." Another problem with sanitation is lack of coordination. Water supply, trash disposal, drainage, and other elements of sanitation are run by a variety of boards and private companies. Chadwick recommends that the national government require local communities to build sewers so that sewage is separated from drinking water, thus ensuring a safe water supply. In addition, all sanitation in an area should be controlled by one public (governmental) board. Chadwick's report is supported by two other studies by the Health of Towns Commission, which also recommend better sewage and improved local coordination of sanitation.

Opponents of passing health legislation argue that the expense of building sewers is very large and should be left up to the taxpayers in each locality to decide. If a town is dangerously dirty, then it is the responsibility of the officials of that town to clean it up. These opponents argue that it is a dangerous expansion of national power to be involved in such local matters as trash pick-up or cleaning dirty streams.

Which will you do?

A. Support a national law requiring the building of sewers and establishing a sanitation board

B. Oppose a national law requiring the building of sewers and establishing a sanitation board

Proposal 5—Workers Run the Factories

All the reform proposals avoid the real problem in Britain, that is, that the factory owners control society for their own profit. The workers should take over the factories, not necessarily by force. Once the workers run the factories, the problems of low wages and poverty will be solved. All other

problems can then be addressed by workers—housing, food, water, and so forth. People have to recognize that capitalism is a system organized around greed. The factory owners are taking advantage of the workers' powerlessness. Once the workers run their own factories, the underlying problem will have been eliminated and the other problems can really be addressed.

Laissez-faire economists argue that this proposal would lead to economic catastrophe and possibly to the end of democracy in Britain.

Which will you do?

A. Support workers taking over the factories

B. Oppose workers taking over the factories

Proposal 6—End the Corn Laws

At this time, Britain has tariffs on grains coming into the country. These tariffs are called the Corn Laws because the British refer to all grains (wheat, corn, rye, oats, etc.) as corn. The Corn Laws protect British farmers from outside competition because the tariffs make it too expensive to import grain from other countries. Critics of the laws argue that the tariffs on grains are a needless interference with the grain market. If British farmers can compete with foreign farmers, then they don't need tariff protection. If they can't compete, then they should rightly go out of business and go into a different business— such textile manufacturing—at which they can compete. The goal of a capitalist economy is to force people to do what they do best to meet constantly changing supplies and demands. The Corn Laws are preventing Britain from efficiently changing to meet changing market conditions.

Meanwhile, British factories have to compete in the world market, and in light of that competition, factory owners set their workers' wages at a low level to keep cost of production cheap. However, those same workers still have to pay the high bread prices set by rich landowners. There have been riots against the Corn Laws for years. Keep in mind that workers are still getting cheated by the Corn Laws. They could be getting bread at cheaper prices from these foreign farmers if there were no Corn Laws. Since workers are spending more on food, they can't buy as many manufactured goods, and this hurts factories' profits. Workers are also asking for higher wages, which would make British businesses less competitive in the world market.

Supporters of the Corn Laws argue that the foreign farmers are competing unfairly. Britain needs the tariffs to protect against this unfair competition. In addition, if the Corn Laws are ended, there will be high unemployment and increased poverty in rural areas. The economists who propose to end the Corn Laws are intellectuals who are out of touch with common farm laborers or farm communities. These workers and their rural way of life will be destroyed if Britain repeals the Corn Laws.

Which will you do?

A. End the Corn Laws

B. Continue the Corn Laws

Proposal 7—Reform the Voting Laws

One of the underlying problems in Britain is the unfair voting practices. Only people with property can vote, amounting to only 5 percent of adult males. In this way, only the landholders and some middle class people can keep control of the government. None of these other reforms can pass as long as working people, who own no property, remain unable to vote. The solution proposed by reformers is to give the vote to any adult male, whether he owns property or not. In addition, reformers want a secret ballot, so voters can't be easily threatened or bribed into voting a certain way, and they want each voting district to have a roughly equal number of people.

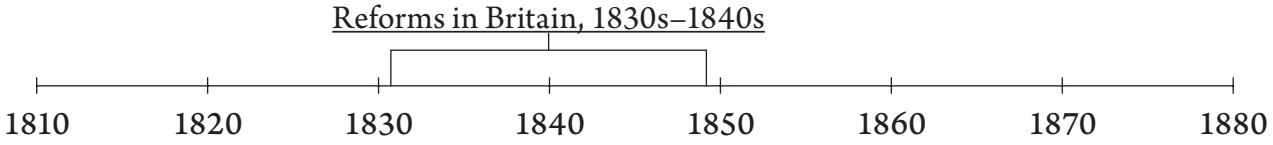
Opponents argue that if all males can vote, they will vote for their own interests at the expense of the interests of the country as a whole. Poor, uneducated workers don't really understand the complexity of issues, so they will be led to disastrous decisions by slick-talking politicians. They also argue that voting should be an open (not secret) process, the way it has always been. Finally, changing the populations of the districts will lead to fierce struggles for control by masses of uneducated people.

Which will you do?

A. Support universal male suffrage and a secret ballot

B. Oppose universal male suffrage and a secret ballot

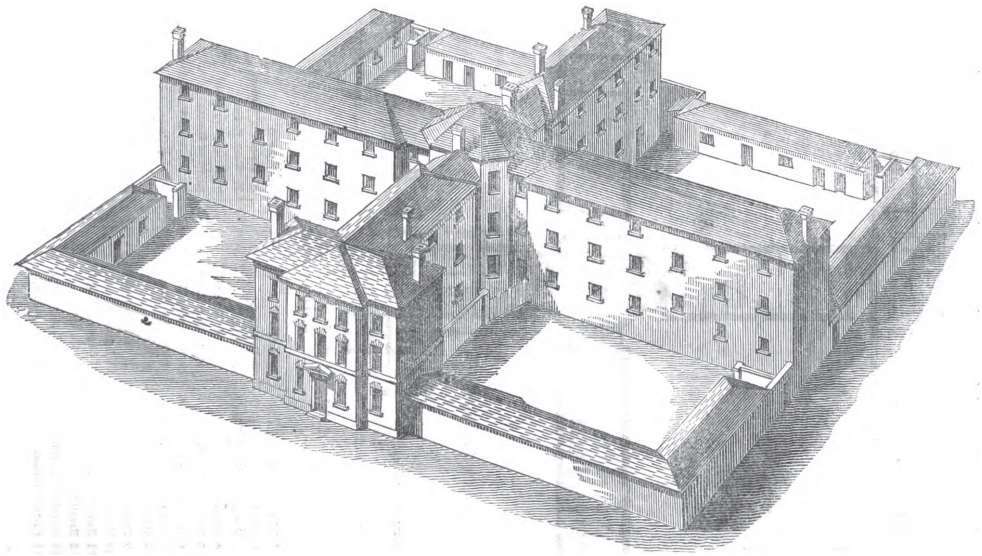
OUTCOMES—REFORMS IN BRITAIN



Proposal 1—Abolish or Reform the Poor Laws

Parliament passed a reform of the Poor Laws in 1834 that increased the requirements and thereby reduced the number of people receiving government aid. Of those who did receive aid in the workhouses, the law was meant to increase the proportion who had to work for it. The stricter requirements did reduce the number of people getting aid, so it saved taxpayers money. The number of people, especially adult men, seeking aid was reduced. There simply weren't enough workhouses for all the unemployed, able-bodied men when the economy dropped, and unemployment rose. For example, in some industrial areas during periodic depressions, thousands of workers, more than half of all the factory employees in the towns, were laid off within a year or two. There was no way to get enough work at workhouses for all those laborers. Since the unemployed men were all clearly able-bodied, they were not eligible for aid. However, no matter how hard they tried, they couldn't find jobs. Consequently, the reform of the Poor Law was blamed for increasing the suffering of poor people.

The idea of making the workhouses become less desirable than outside living and working was welcomed by local taxpayers because this would minimize tax increases. There were scandals in some workhouses where people allegedly died from starvation or poor conditions. The large brick workhouses looked like prisons to many people, and were referred to as bastilles (prisons) by protesters. They were attacked in many of the riots in the 1830s and 1840s.



Workhouse design by Sampson Kempthorne, 1835

Illustration source: Public domain, via Wikimedia Commons

Meanwhile, the Poor Law reform did not have a significant impact on the local operation of the poor laws. Local officials were reluctant to give up their way of giving out aid. Besides, the number of competing bodies involved in administering aid to the poor varied with each local community and the process was often mind-numbingly complicated. National officials often couldn't figure out all the various groups involved or who really had the power to make changes.

The leaders of some local communities clearly had a good argument when they said they understood the causes of poverty in their local areas better than did the national officials. At least in some areas, the local officials were already making changes in response to changing industrial circumstances and these changes would have been more effective had the communities been left alone by the national government.

It was two decades before significant changes were made to the Poor Laws, making them more uniform throughout the country, pushing able-bodied claimants into workhouses, and allowing for people to move around the country in reaction to changes in the labor market.

Proposal 2—Rent Control

Rent control was not tried at this time. It was adopted during World War I and was later cut by Margaret Thatcher in the 1980s. As critics pointed out, in areas where there was rent control, housing shortages grew worse. Since profits for owning rent control apartments were very low or non-existent, fewer people invested in building housing, thus aggravating any housing shortage.

Proposal 3—Regulate Food

There was no effective regulation of food at this time. It was not until 1875, with the passage of the Food and Drugs Act, that the national government set national standards for food.

Proposal 4—Sewage

Edwin Chadwick and others worked tirelessly to put in safe sewers and establish government ownership of waterworks around the country. The reforms came about slowly, over a period of decades. The Public Health Act of 1872 finally forced cities to put in sewers. In almost all cases, the death rate dropped in those areas where sewers were installed, proving that unsanitary water had indeed been a primary cause of death in cities. It also undermined the argument of opponents that sanitation should be left to local governments.

Proposal 5—Workers Run the Factories

This reform was proposed by socialists, such as Robert Owen, and communists led by Karl Marx. It was not adopted in Britain. Working-class people were attracted to Robert Owen's socialist ideas, especially the idea of cooperatives to bypass the capitalist system. Working-class people were then caught up in the demonstrations of the Chartist movement. Though Chartism didn't succeed at this time, the workers remained non-revolutionary as they gradually gained electoral power in Britain.

Proposal 6—End the Corn Laws

The Corn Laws were repealed in 1846. They were repealed partly because of agitation by free traders, but also because members of Parliament from rural areas became convinced that the Corn Laws were outmoded and were holding back economic growth in Britain. As a result of the repeal, farming became more efficient (it took fewer workers to grow and harvest crops) so fewer agricultural workers were needed. Consequently, more workers moved to cities. Also, the price of bread dropped, meaning workers were better able to afford it.

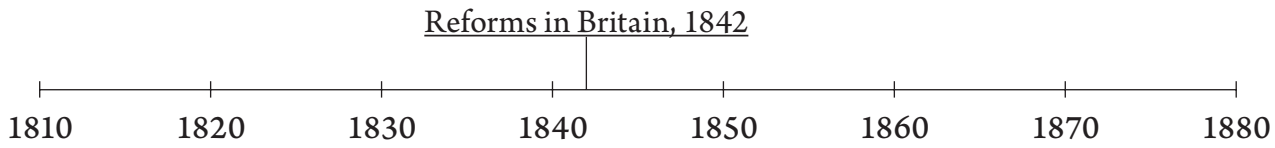
Proposal 7—Reform the Voting Laws

The Chartist movement presented petitions calling for six reforms, three of which were universal male suffrage, the secret ballot, and equal districts in terms of population. These reforms were opposed by aristocrats who feared the loss of their control of government. However, they were also opposed by many people in the middle class who feared ignorant voting by poor, uneducated, unskilled workers. When these petitions were rejected, there were riots in parts of the country.

The opponents of Chartism were very nervous about the secret ballot, since vote-buying and threatening of workers who could vote was common practice in elections. Opponents proposed a compromise that allowed anyone who owned or rented property with an annual value of £10 to vote. This bill, which still excluded almost all unskilled workers, passed. It was a clever way to defeat the petitions for universal male suffrage, equal districts, and the secret ballot at the time. It turned out, however, that this small change doubled the number of voters, bringing in more middle class people. As a result, conservative landowners were no longer the dominant voice in government. Commercial and industrial interests now had some influence, and were more interested in reforms (such as repealing the Corn Laws). Although poor workers were still excluded from the vote in the 1840s, gradually all of the six Chartist reforms, including the three discussed here, were adopted in Britain.

The idea of female suffrage was not a major reform movement at this time in Britain, but it would become so in the late 1800s.

PRIMARY SOURCE



REPORT . . . FROM THE POOR LAW COMMISSIONERS ON AN INQUIRY INTO THE SANITARY CONDITIONS OF THE LABOURING POPULATION OF GREAT BRITAIN, LONDON, 1842

After as careful an examination of the evidence collected as I [Edwin Chadwick] have been enabled to make, I beg leave to recapitulate the chief conclusions which that evidence appears to me to establish.

First, as to the extent and operation of the evils which are the subject of this inquiry: —

That the various forms of epidemic, endemic, and other disease caused, or aggravated, or propagated chiefly amongst the labouring classes by atmospheric impurities produced by decomposing animal and vegetable substances, by damp and filth, and close and overcrowded dwellings prevail amongst the population in every part of the kingdom. . . .

That such disease, wherever its attacks are frequent, is always found in connexion with the physical circumstances above specified, and that where those circumstances are removed by drainage, proper cleansing, better ventilation, and other means of diminishing atmospheric impurity, the frequency and intensity of such disease is abated; and where the removal of the noxious agencies appears to be complete, such disease almost entirely disappears. . . .

That the formation of all habits of cleanliness is obstructed by defective supplies of water.

That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times. . . .

That the population so exposed is less susceptible of moral influences, and the effects of education are more transient than with a healthy population.

That these adverse circumstances [unclean environment] tend to produce an adult population short-lived, improvident, reckless, and intemperate, and with habitual avidity for sensual gratifications. . . .

That the expenses of local public works are in general unequally and unfairly assessed, oppressively and uneconomically collected by separate collections, wastefully expended in separate and inefficient operations by unskilled and practically irresponsible officers. . . .

Secondly. As to the means by which the present sanitary condition of the labouring classes may be improved:—

The primary and most important measures, and at the same time the most practicable, and within the recognized province of public administration, are drainage, the removal of all refuse of habitations, streets, and roads, and the improvement of the supplies of water. . . .

That for all these purposes, as well as for domestic use, better supplies of water are absolutely necessary. . . .

That for the prevention of the disease occasioned by defective ventilation and other causes of impurity in places of work and other places where large numbers are assembled, and for the general promotion of the means necessary to prevent disease, that it would be good economy to appoint a district medical officer independent of private practice, and with the securities of special qualifications and responsibilities to initiate sanitary measures and reclaim the execution of the law.

That by the combinations of all these arrangements, it is probable that the full ensurable period of life indicated by the Swedish tables (charts of life expectancies); that is, an increase of 13 years at least, may be extended to the whole of the labouring classes [in Britain].

Source: "Chadwick's Report on Sanitary Conditions." The Victorian Web. http://www.victorianweb.org/history/chadwick2.html.

QUESTIONS FOR ANALYSIS

1. What are three reforms proposed here?
2. What does he say is the likely effect on the laboring classes of these reforms?
3. How reliable is this document as a source?

LESSON 4: COMMODORE PERRY AND JAPAN, 1853

Teacher's Guide

INTRODUCTION

Overview

The opening of Japan due to Commodore Perry's visits in 1853 and 1854 was a crucial event in the history of Japan and East Asia in general. Some historians see Perry's visit as a clear turning point, while others see it as a catalyst for changes that had already begun in Japan in the early 1800s. However, all agree on its importance. In this lesson, students get an opportunity to participate in critical decisions made by Japanese leaders in response to Perry's visit. There are two points of emphasis in the lesson. One is on the role of perceptions in decision making. Here, the two sides were largely ignorant of each other in 1853, so perceptions played an important role in formulating policies. The second point of emphasis is on the dramatic effects of the encounter, which is elaborated on in Handout 3.

Vocabulary

- Shogun—political and military leader of Japan during the Tokugawa era
- Tokugawa—ruling family in Japan at the time of Perry's arrival
- Commodore Perry—United States naval commander sent by President Fillmore to open Japan to trade and friendship
- Edo—capital city under the shogun's rule, later renamed Tokyo
- Daimyo—feudal lord of a large area of land
- Dejima Island—island in Nagasaki harbor where the Dutch could trade during the Tokugawa era
- Opium War—war in which Britain defeated China to maintain the opium trade in China
- Treaty of Kanagawa—agreement in which Japan opened two ports for American traders and agreed to help American sailors shipwrecked on Japanese shores
- Unequal treaties—treaties where one side makes all the concessions under threat of force
- Imports—goods bought from a foreign country
- Inflation—general rise in prices

- Meiji Restoration—overthrow of the shogun; the emperor restored as the leader of Japan
- Samurai—warrior and administrative class in Japan
- Imperialism—policy of increasing a country's power by gaining control over other areas of the world

Decision-Making Skills Emphasized

- Identify underlying problems
- Identify emotions
- Ask questions about context
- Ask about analogies
- Identify realistic goals
- Predict unintended consequences

LESSON PLAN A: IN-DEPTH LESSON *(40–50 minutes)*

Procedure

Distribute Handout 1 and have students decide individually which of the various choices they will make. Remind them that they can choose as many options as they would like but should be careful not to choose options that are contradictory. As mentioned in the handout, if they choose Option E, they have to explain what their next choice will be if delay doesn't work. Then have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various policies. Have students explain why each picked their chosen option. Then have the class re-vote. Next, distribute Handout 2, showing the outcomes. For homework, have students comment on the outcomes and also write out five effects of opening Japan to trade with the Americans. Cue students to think in terms of ESP (economic, social, political) in generating effects. Can they think of more than five effects of opening to trade?

In the next class, discuss students' lists of possible effects of opening to trade with the Americans. Distribute Handout 3, showing the extensive list of effects. How well did the class do in guessing effects compared to the lists in Handout 3? What are the obstacles to thinking of effects? Students will now answer the questions at the end of Handout 3, under "You Be the Historian." (Suggested answers: 1. Some will argue that individuals, such as Lord Abe, the shogun, or Commodore Perry, were key to the decisions in this event. For example, Lord Abe was able to influence the debate enough to get Japanese leaders to open Japan to American trade without fighting. Others will argue that historical forces are the key. Due to its self-imposed 200-year isolation, Japan had fallen behind in terms of technology, especially military technology. Japan was

weak, and eventually it would have to confront the outside world. 2. Those arguing that it was not imperialism might say that the letter from President Fillmore was friendly, not threatening. There is nothing imperialistic about asking to trade with another country. Those arguing that it was imperialism might say that asking to open trade *can* be imperialistic. Many countries have been oppressed by one-sided trade agreements. Moreover, Perry did threaten the Japanese, saying he was coming back with a larger fleet of ships. It was the opinion of the Japanese that if they didn't open up the country to American trade, the Americans would attack them. 3. The Treaty of Kanagawa was very significant as the first of several treaties opening Japan to outside trade and changing the society in profound ways, as shown in Handout 3.)

Option—Virtual Field Trip: One of the major factors influencing the decisions in this encounter is the perceptions each side had of the other. These perceptions are captured beautifully in an online exhibit by MIT entitled "Visualizing Cultures: Black Ships and Samurai." You might want to have students take a field trip through this exhibit and then discuss perceptions. The exhibit is available at http://ocw.mit.edu/ans7870/21f/21f.027/black_ships_and_samurai_02/index.html

Option—Primary Source: Have students read Handout 4, the letter from President Fillmore and answer the questions for analysis. Possible answers:

1. How would you describe the tone of President Fillmore's letter? (The tone is very friendly, but it could be taken as insolent for advising the Japanese government to change policies.)

2. Why do you think President Fillmore mentioned that he had sent Commodore Perry "with a powerful squadron"? (The "powerful squadron" was meant to show that the United States was serious and to threaten the Japanese.)

3. Why do you think President Fillmore sent presents to the Japanese Emperor? (Presents were part of showing friendliness in negotiations, but were also used to entice Japanese leaders into opening trade and to impress them with American technology.)

4. How reliable is this document as a source? (As a statement of the United States' proposals to the Japanese at the time, it is fairly reliable. The letter is a primary source written by the key American leader. President Fillmore has a reason to exaggerate American wealth and power to get the Japanese to open trade. Because it is a public document, the president isn't going to reveal everything he is thinking. There is a great deal of additional evidence to show that the United States was indeed wealthy and powerful at that time, increasing the reliability of the president's claim.)

Reflecting on Decision Making

Ask students how well they did on decision making with this problem. Which decision-making skills were especially important to them in making these decisions about how to respond to Perry's demand for opening Japan? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

The historical context is addressed by the three questions in Handout 3, under "You Be the Historian." Suggested answers to these three questions are given above in the second paragraph under "Procedure."

Connecting to Today

Based on the events surrounding Japan opening up to world trade in the 1850s, what advice would students give to countries today in terms of how to deal with globalization?

Troubleshooting

Some students may have difficulty understanding the Japanese system under the Tokugawa Shogunate. It might be helpful to point out similarities between this system and the feudal system in Europe with which students should be familiar. Daimyo are like lords, samurai are like knights, and peasants are like serfs. Of course, there are significant differences, but these similarities may help students comprehend the whole system.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

You could choose only the first problem, in which students decide what to do as Lord Abe. Give Handout 1 for homework and have students make their decision. In class, ask for a show of hands for and against the various options. Discuss reasons for five minutes. Distribute Handouts 2 and 3, showing the short-term and long-term outcomes, and have students write their reactions for homework.

On the other hand, you could choose to focus just on predicting unintended consequences. In this case, you would skip Handout 1 and tell students that the Japanese, having been isolated from foreign trade and foreign ideas for two hundred years, were confronted in the 1850s with Commodore Perry's demands to open trade. Since the Japanese were very weak militarily, they decided to agree to open trade. Distribute Handout 2 and for homework have students generate their list of effects from opening trade and from fighting (had the Japanese chosen that option). Discuss their lists in class and distribute Handout 3. Then have students write their reactions to these effects for homework. How well did students do in generating effects? Did any effects surprise them?

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 3)

Although Japan was essentially closed, the country was not *entirely* closed to the outside world. In addition to the Dutch, the Japanese also traded with China. One major source of exchange between Europeans and Japanese was medical knowledge, in particular vaccinations for smallpox.

There is a controversy among historians over the "white flag" letter, in which Commodore Perry allegedly told the Japanese that unless they opened their ports to American trade, the United States would attack. He then allegedly said that "victory will be ours," and that if the Japanese wanted to stop the fight, they could use the white flag. While there isn't evidence of a letter that may have accompanied it, most historians agree that Perry did give a flag implying the threat of war. This is why, in the problem, the word "implied" is used.

There is a long and complicated story in the rebellion that eventually overthrew the Tokugawa Shogunate, so the summary in the outcomes (Handout 3) is greatly simplified. One key point in the chain of events is when the shogun travelled to Kyoto to discuss his policies with the emperor. The shogun now looked weaker and the emperor looked like the supreme leader to the Japanese people. Another key turning point took place when the shogun suspended the requirement that daimyo or their heirs and families stay in Edo, where the government could watch them. Once the daimyo left Edo, they became even more independent.

Many historians argue that Japan was already undergoing changes toward modernization before Perry arrived in 1853. They argue that Perry was a very significant catalyst in this modernization process and debate, rather than being the sole reason for a change in direction for Japan. For example, as noted in Handout 1, some leaders were already arguing for military modernization. In 1841, one Japanese leader, Takashima Shuhan, imported Dutch artillery and rifles and demonstrated them before Tokugawa leaders in order to persuade the government to get these types of weapons. Instead, he was put under house arrest. Interestingly, after Perry's arrival, when the Japanese realized they needed modern weapons, he was released from house arrest and made a military instructor for the new army.

Modern weapons require ammunition and other supplies. The supplies, in turn, require organization, specialization, and modern training. Thus, the implication of modernizing the military is that large parts of the entire society would have to change as well. Samurai were especially distressed by the spread of military matters to society in general.

The responses in Handout 1 are based on surviving documents (see Jansen, p. 280). Since we don't know all the actual responses, only those we know are included.

Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

* **What are my assumptions? Emotions?**

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

* **Predict unintended consequences.**

Play out the options: what could go wrong?

*Denotes topics emphasized in this lesson. The bold items are skills involved in the lesson.

- **Identify any underlying problem(s):** The major underlying problem the Japanese faced was their military weakness compared to the United States and European countries. Without this underlying problem the negotiations would have gone very differently.
- **Consider assumptions and emotions:** Among the major factors influencing the decisions in this encounter were the perceptions each side had of the other. As mentioned in the Lesson Plan, these perceptions are captured in an online exhibit by MIT entitled "Visualizing Cultures: Black Ships and Samurai." The exhibit is available at http://ocw.mit.edu/ans 7870/21f/21f.027/black_ships_and_samurai_02/index.html.

  The quotes from various daimyo in Handout 1 show a great deal of emotion. Many Japanese were concerned about being humiliated. Students are unlikely to be as emotional as the Japanese were in the actual event. However, emotions will still play a role. Ask them to think about what emotions they are feeling as they decide. Confidence? Defeatism? Resignation?
- **Ask questions about reliability of sources:** The advice from daimyo and other leaders was influenced by internal politics. The daimyo were trying to limit the power of the Tokugawa, while the Tokugawa were looking to extend their power over the domains. Therefore, all the people giving advice had a reason to lie. In addition, many daimyo had little knowledge

of the United States or other Western countries. They did not personally witness the power of the American ships, so they are not primary sources.

- **Ask about analogies:** Japanese leaders were focused on the analogy to the Opium War in China. The two cases are similar in that they both involve a Western power threatening the use of force and an Asian country that is militarily weak. However, there are many differences. In the case of the Opium War, the British wanted to trade a commodity (opium) that was illegal in China, while the Americans coming to Japan want to trade in goods in general. Opium was hurting China, whereas trading goods with America would probably, on balance, help the Japanese economy. The United States has no history of imperialism outside of continental North America, whereas Britain has a long history of imperialism all over the world. Therefore, it is possible that the Japanese could open trade with the United States and not be humiliated or hurt, as the Chinese were.
- **Identify realistic goals:** Students should consider whether it is realistic to keep Japan secluded from the outside world. Is this even possible? If not, what is the best approach to opening Japan to world trade? Note that Option D (Handout 1) may be unrealistic because it is almost impossible to trade in only weapons. At the very least, Japan will have to sell some other commodity in order to buy the weapons. Did students think this option through?
- **Predict unintended consequences:** Extensive consequences are outlined in Handout 3. How well did students do in generating these effects?

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LESSON 4: COMMODORE PERRY AND JAPAN, 1853

VOCABULARY

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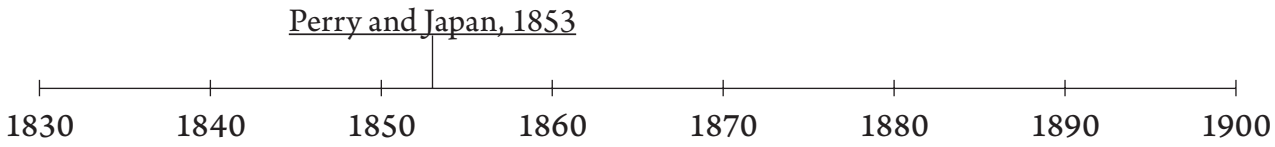
- Samurai—warrior and administrative class in Japan
- Imperialism—policy of increasing a country's power by gaining control over other areas of the world

PROBLEM—LORD ABE REACTS TO COMMODORE PERRY



The year is 1853 and you are Lord Abe, the lead negotiator in Japan for the Tokugawa (the name of the ruling family, like the Tudors in England) government, whose leader is called the shogun. Four warships—including two steamships, which no Japanese has ever seen before—from the United States, commanded by Commodore Perry, sailed into Edo (Tokyo) Bay and delivered a letter from the American President, Millard Fillmore, stating that he wants Japan and the United States to live in friendship and begin trading with each other. He also said that since American whaling ships are sometimes shipwrecked in Japan, he wants the Japanese to treat shipwrecked Americans with kindness and to protect their property. The problem for Japanese leaders is that, for over 200 years, Japan hasn't traded with any countries except China, Korea, and the Netherlands. To open trade with the United States would be a major change in the basic way Japan approaches the world. Commodore Perry said he would be back in about six months to get the Japanese response to President Fillmore's statements. The warships imply the threat of force if the Japanese do not agree to open trade and treat shipwrecked Americans well. Commodore Perry is an unyielding leader. He entered Edo Bay without Japanese permission. When he was told to present the letter from President Fillmore at the Dutch Port in Nagasaki, rather than on the shore of Edo Bay, he refused and set a deadline of three days for the Japanese to accept the letter there. Without Japanese permission, he sent his warships further into the harbor at Edo, which appeared threatening to the Tokugawa capital and frightened many Japanese people. He gave you, Lord Abe, a white flag for the Japanese to use in case of a fight. The implication of this is that, if there is warfare, the Japanese are going to need the flag to surrender, rather than prolong the bloodshed. He told you that when he returns he will have many more warships.

Japan closed all trade with Western (European) countries in the 1600s for political and religious reasons. The shogun wanted to prevent his enemies within Japan from obtaining Western weapons, and to stop the conversion by Catholic missionaries of so many Japanese people to Christianity. Some Japanese feared the missionaries would be followed by Western soldiers, as was done by the Spanish in the Americas. Japan might become a conquered colony. Christians also often sided with daimyo (lords) who opposed the shogun's Tokugawa government. One Japanese leader said that the barbarians "preach their alien religion to captivate the people's hearts," which opened Japan to traitors and manipulation. When Christians participated in the Shimabara Revolt against the government in 1637, Japan closed the country's borders and strictly outlawed Christianity. The shogun stated, "So long as the Sun shall warm the earth, let no Christian come to Japan."

Only the Dutch were allowed in, since they had never sent missionaries to convert the Japanese. They were allowed to enter only one port (Dejima Island in Nagasaki) and never had more than twenty people in the region at one time. This is the only contact Japan has had with European countries or the United States for two hundred years.

You requested comments from the daimyo on what action the government should take in response to the American president's letter. The responses from the daimyo show a total lack of agreement on what to do. Two daimyo favor accepting the American demands, two think the demands should be accepted temporarily, three favor trading with the Americans in order to gain time for Japan to build up its military to go to war, four favor prolonging negotiations long enough to get the Americans to give up, three said they cannot make up their minds, and eleven want to fight the Americans.

The Japanese government had been warned several times that the Americans would be sending their ships, so many Japanese are angry at their government for not preparing for the Americans' arrival. If the government agrees to the American requests under threat of force, the people will be extremely upset with the government. "Why didn't the government prepare to defend the country?" they will ask. It will be a humiliation like that the Chinese suffered when they were forced to open their ports in the Opium Wars. To give in to the Americans would make it impossible to maintain national dignity. According to one leader, it would be "the greatest disgrace we have suffered since the dawn of history." He went on, "If we open diplomatic relations with them, it will bring back the evil religion, Christianity. If we trade with them, we will import unnecessary goods which will inflict a great loss on us." The country is divided, with many powerful interests hostile to the Shogun. Your opponents will condemn any weakness shown in responding to the United States as a humiliation for Japan and then use that charge to stir up popular opinion against the government. Russian ships showed up in Japan only weeks after Commodore Perry and the American ships left, so agreeing to trade with the United States will also very likely lead to other countries wanting to trade. To compound the problem with Perry, the Japanese government is close to bankruptcy, having mismanaged its spending for over a century. There is very little money on hand to spend for military defense. Opponents are already claiming that the government is corrupt.

As difficult as it would be to fight the Americans, according to some supporters of that option, it would be better to fight the Americans alone, rather than waiting and having to fight many countries later. One of these leaders argued, "[I]f we don't drive them [Americans] away now, the other foreign powers will follow. It [will be] much more difficult to defend against those foreigners than the one country [United States] we are dealing with now."

Delay might seem like a reasonable option, allowing the Japanese to build up their defenses. One supporter of delay estimates that Japan could build up enough military power to defeat the Americans in about three years. However, critics charge that delay is a half-hearted response. The national government needs to set an example in military matters. One critic wrote, "But if the

Bakufu [the national government under the Shogun], now and henceforward, shows itself resolute for expulsion, the immediate effect will be to increase ten-fold the morale of the country and to bring about the completion of military preparations without even the necessity of issuing orders."

On the other hand, the Americans have military power that the Japanese cannot match. The artillery on the American ships could destroy most of a city without the Japanese being able to even damage the American ships. Almost all Japanese cannons are out of date. Japanese samurai, who still use swords, are not prepared for war against soldiers armed with rifles. Worse, Japan is not united. Different lords have power around the country. There is no national army and there is no navy. It would be very hard to fight the Americans without unity. Moreover, the country could not afford to fund a war, even one that lasted less than a year.

You are frustrated by this whole situation because you and several other leaders have been calling for a build-up of Japanese defenses and military for many years. Key leaders opposed the extra spending by daimyo and the shogun for defense, arguing that it would impoverish the country. As a result, most of the military spending has been delayed and Japan now faces a stronger foreign military.

The result of this military weakness is that some leaders favor opening up and agreeing to the American demands. One leader stated, "Careful consideration of conditions as they are today . . . , leads me to believe that . . . it is impossible in the crisis we now face to ensure the safety and tranquility of our country merely by an insistence on the seclusion laws as we did in former times." Another argued, "There will be no choice but to start trade with them. . . . The Americans are short-tempered and violent, so although we are trying to reason with them, they do not understand the ethics of humanity, justice, loyalty and filial piety."

Which will you do? You can choose more than one option, but if you do pick several, make sure they aren't contradictory. If you choose E, what will be your next choice if delay doesn't work?

A. Agree to open trade with the United States and to allow their shipwrecked sailors into the country.

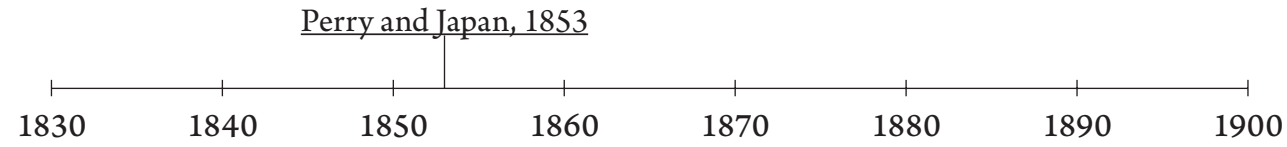
B. Fight the Americans when they come back. Even if the Japanese lose, they will show their valor, and they will show other countries that they are willing to fight to keep their independence.

C. When Commodore Perry returns, engage him in negotiations, and then assassinate him and the other American officers.

D. Don't negotiate. Close the country down to Western trade except for trade in modern military weapons from the Europeans. Use the weapons to keep Japan isolated.

E. Use every tactic possible to delay the Americans until the Japanese get the weapons needed to defend the country. Delay starting negotiations and then delay some more during negotiations.

OUTCOMES—LORD ABE REACTS TO COMMODORE PERRY



The debate over what to do about President Fillmore's demands lasted for months. Some Japanese were happy to open the country to trade with the West because they had been arguing for years before Perry's arrival that Japan needed to modernize and trade. Opponents of opening to trade argued that Japan should fight (Option B), even if it lost. At least Japan would maintain its honor. Japanese negotiators tried many methods of delay (Option E), but Commodore Perry used deadlines to force the Japanese to make a decision between trade and fighting. The day before negotiations were about to begin, Perry stated that he was prepared to go to war if his proposals were rejected, and he said he could have one hundred warships come to Japan to fight. Option C (assassination) and Option D (not negotiating) would have led to an American attack, so they are really the same as Option B.

In the end, the Japanese decided to negotiate (Option A). As outlined in the Great Proclamation from the shogun, the plan was to be friendly to the Americans while building up military power to eventually fight them. In the actual negotiations, Perry threatened war and demanded that all his demands be met. There was discussion over several points, but the Japanese agreed to almost every one of Perry's proposals. In the Treaty of Kanagawa, the Japanese agreed to open two Japanese ports to limited trade with Americans, to supply coal for American ships, and to provide for the safety of shipwrecked American sailors. The Treaty of Kanagawa was followed by treaties with other Western countries and more treaties with the United States, opening more ports to more countries. Japanese leaders agreed to allow foreigners to enter Edo (Tokyo) occasionally to negotiate. In the follow-up treaties, the Japanese also gave up the right to set their own tariffs—the tariffs were to be set by the United States. Naturally, the United States set very low tariffs. Thus, Japan was opened up to free trade. In addition, Japan gave up legal power over the treaty ports—foreign governments legally controlled what happened to their citizens in Japanese ports. The Japanese referred to these agreements as the "unequal treaties," since Japan gave up almost everything and the Western countries gave up almost nothing. Nevertheless, according to some historians, Japanese leaders made the best decision possible in negotiating to open ports, given Japan's military weakness.

Hypotheses: Effects of Japan Opening Its Ports to the West

What do you think were the short-term or long-term effects of Japan opening its ports to trade from the United States and European countries? List at least five effects here:

1.

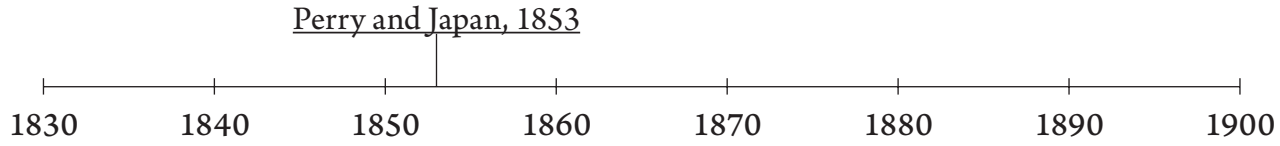
2.

3.

4.

5.

FURTHER OUTCOMES—EFFECTS OF JAPAN OPENING ITS PORTS TO THE WEST



In Handout 2, you were asked to list five short-term or long-term effects of Japan openeing its ports to the West. Here are some effects:

1. **Humiliation:** Most Japanese felt humiliated by the Treaty of Kanagawa and the other treaties that followed with the United States and European countries. The Japanese called them the unequal treaties. Psychologically, the Japanese felt inferior, whereas they had once felt superior before Perry arrived.

2. **Business changes:** Some Japanese producers, of cotton textiles, for example, were hurt by competition from Americans. The imports were cheaper than some Japanese goods. On the other hand, some Japanese merchants did very well in trading the new goods or in exporting Japanese products.

3. **Inflation:** Since Japan hadn't been part of world trade for two hundred years, the price of gold in Japan was much lower than world prices. When Japan was opened to world trade, foreign traders bought gold cheaply in Japan and resold the gold coins in China at much higher prices, making a huge profit. The loss of gold forced the Japanese government to use other metals, which devalued the currency and caused inflation. The price of silk increased by 300 percent and the price of rice increased by 1,200 percent. As Americans and Europeans made windfall profits and the Japanese had to pay higher prices, Japanese resentment of Americans and Europeans rose ever higher.

4. **Some consumers benefited:** As cheaper foreign goods were imported into Japan, consumers benefited from lower prices on those products, even though prices in general were rising. The imports also gave Japanese consumers a wider variety of products to buy.

5. **Disruption of traditional culture:** The new trade with the United States and European countries was a major disruption to traditional Japanese life in many places, especially in treaty ports.

6. **Resentment of Euro-American sailors:** American and European sailors got drunk and started fights amongst themselves as well as with Japanese. They demanded rum and Japanese women. These conflicts led to further resentment of Westerners by the Japanese.

7. **Assassinations and further humiliation:** Resentment led some Japanese to kill Americans or Europeans in an effort to drive them out. Every time there was an assassination of a Western person in Japan, the shogunate had to pay money to the Western country as compensation.

8. **Blaming problems on westerners:** Americans and other Westerners were blamed for whatever went wrong in Japan, including an earthquake in Tokyo in 1855.

9. **Opponents of the shogun start using modern weapons:** There was instability, including assassinations, against the Tokugawa government for more than ten years, and there was fighting between some of the daimyo and the Tokugawa government for four years. The daimyo decided to buy modern weapons from Europeans. The Tokugawa government also bought some modern weapons, but the rebelling daimyo bought more. The daimyo used the modern weapons to defeat the shogun's army.

10. **Overthrow of the shogun:** Many samurai were outraged by the treaties. They felt that the shogun had not defended the country. The Tokugawa government, having been warned that the Westerners were coming, still had not prepared any significant defenses. The popular phrase, "Revere the Emperor, Expel the Barbarian (Westerners)" showed the willingness of Japanese to fight rather than agree to humiliating terms. However, it also showed that the Japanese wanted a new government led by the emperor, rather than the Tokugawa government led by the shogun. The emperor did not approve of the unequal treaties, but the shogun's government went ahead with them anyway. The anger at the Tokugawa government kept increasing. As noted above, several daimyo armies had a larger number of modern weapons than the shogun's forces. In 1868 the Tokugawa government was overthrown in the Meiji Restoration, in which the shogun was removed and the Meiji emperor was restored to power.

11. **Modernization for military power:** Since the Japanese were humiliated by the Americans as a result of Japan's lack of modern weapons or modern industry, the new leaders resolved to modernize the country as quickly as possible, including making structural changes in Japanese society. The Meiji government eliminated the lords (daimyo), ending the Japanese feudal system. Government officials replaced daimyo in running local affairs. Special privileges for high-status people were ended and restrictions on low-status people were eliminated. In this way, Japan became a much more merit-based society. Samurai had to give up their swords and then their very samurai status itself, and a modern army and navy were created. The new Meiji government bought modern ships from other countries and eventually began producing their own modern ships. Japanese military leaders argued successfully that Japan needed a navy, rather than just coastal forts, to adequately

defend the country. Groups of Japanese officials were sent to other countries—especially the United States, Germany, and England—to learn about modern societies. Industrial factories were built, and farmers were forced to produce much more food, causing damage to the environment. Taxes were raised and public education expanded. Japanese men started wearing Western clothes rather than traditional clothes (almost all Japanese women continued to wear the traditional kimono). Japan became a modern country very quickly. Though the Japanese resented the Western powers in the 1850s and 1860s and united to "expel the barbarians," they ended up adopting Western ideas and systems of modernization.

12. **Economic changes:** In order to modernize Japan, the government took over some areas of the economy, such as railroads and mining. Eventually, the government sold off these businesses and encouraged modernization primarily through subsidies. One very large area of subsidies was silk production, which expanded dramatically and brought in the tax money needed to fund modernization programs. The Meiji government was the first Japanese government to set up a centralized taxation system.

13. **Constitutional government:** In 1889 the Meiji government began a constitutional government in Japan. The Meiji leaders hoped to keep most of the power in this more democratic government, but they gradually lost more power as the Japanese people asserted their right to vote for the leaders of their choice.

14. **Nationalism:** As stated in the problem, Japan was not very united up to the point when Commodore Perry arrived in 1853. The outside threat to Japan began to unite the various factions against the common enemy. Once the Tokugawa government was overthrown, the country was much more united and nationalistic in its goal of preventing further humiliation by Americans or Europeans.

15. **Imperialism:** Once Japan modernized its army and navy, the country became imperialistic. The primary argument made for imperialism was fear that others might take over or dominate nearby areas, such as Korea or Manchuria. One Japanese saying was that Korea was like "a dagger pointed at the heart of Japan." Japanese people did not want to be dominated again by foreigners, as they had been by Perry. The psychological effects of Perry's encounter continued for decades in Japan. The Japanese became involved in several wars and in taking over territory in Asia. Eventually, this military expansion led to the Japanese attack on the American fleet at Pearl Harbor in 1941.

You Be the Historian

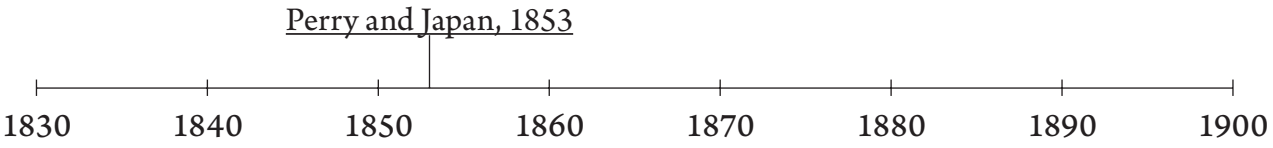
Based on what you learned in this lesson, imagine you are a historian and write a paragraph in answer to each question:

1. Was the opening of Japan more the result of individual decisions—for example, those by Commodore Perry or Lord Abe, the leading Japanese negotiator—or was it due more to historical circumstances?

2. Was Perry's mission to Japan an example of imperialism? Explain.

3. Why was the Treaty of Kanagawa significant?

PRIMARY SOURCE



PRESIDENT FILLMORE'S LETTER TO THE EMPEROR OF JAPAN (PRESENTED BY COMMODORE PERRY ON JULY 14, 1853)

MILLARD FILLMORE,
President of the United States of America
to his Imperial Majesty,
THE EMPEROR OF JAPAN
Great and Good Friend!

I send you this public letter by Commodore Matthew C. Perry, an officer of the highest rank in the navy of the United States, and commander of the squadron now visiting Your imperial majesty's dominions.

I have directed Commodore Perry to assure your imperial majesty that I entertain the kindest feelings toward your majesty's person and government, and that I have no other object in sending him to Japan but to propose to your imperial majesty that the United States and Japan should live in friendship and have commercial intercourse with each other.

The Constitution and laws of the United States forbid all interference with the religious or political concerns of other nations. I have particularly charged Commodore Perry to abstain from every act which could possibly disturb the tranquility of your imperial majesty's dominions.

The United States of America reach from ocean to ocean, and our Territory of Oregon and State of California lie directly opposite to the dominions of your imperial majesty. Our steamships can go from California to Japan in eighteen days.

Our great State of California produces about sixty millions of dollars in gold every year, besides silver, quicksilver, precious stones, and many other valuable articles. Japan is also a rich and fertile country, and produces many very valuable articles. Your imperial majesty's subjects are skilled in many of the arts. I am desirous that our two countries should trade with each other, for the benefit both of Japan and the United States.

We know that the ancient laws of your imperial majesty's government do not allow of foreign trade, except with the Chinese and the Dutch; but as the state of the world changes and new

governments are formed, it seems to be wise, from time to time, to make new laws. There was a time when the ancient laws of your imperial majesty's government were first made.

About the same time, America, which is sometimes called the New World, was first discovered and settled by the Europeans. For a long time there were but a few people, and they were poor. They have now become quite numerous; their commerce is very extensive; and they think that if your imperial majesty were so far to change the ancient laws as to allow a free trade between the two countries it would be extremely beneficial to both.

If your imperial majesty is not satisfied that it would be safe altogether to abrogate the ancient laws which forbid foreign trade, they might be suspended for five or ten years, so as to try the experiment. If it does not prove as beneficial as was hoped, the ancient laws can be restored. The United States often limit their treaties with foreign States to a few years, and then renew them or not, as they please.

I have directed Commodore Perry to mention another thing to your imperial majesty. Many of our ships pass every year from California to China; and great numbers of our people pursue the whale fishery near the shores of Japan. It sometimes happens, in stormy weather, that one of our ships is wrecked on your imperial majesty's shores. In all such cases we ask, and expect, that our unfortunate people should be treated with kindness, and that their property should be protected, till we can send a vessel and bring them away. We are very much in earnest in this.

Commodore Perry is also directed by me to represent to your imperial majesty that we understand there is a great abundance of coal and provisions in the Empire of Japan. Our steamships, in crossing the great ocean, burn a great deal of coal, and it is not convenient to bring it all the way from America. We wish that our steamships and other vessels should be allowed to stop in Japan and supply themselves with coal, provisions, and water. They will pay for them in money, or anything else your imperial majesty's subjects may prefer; and we request your imperial majesty to appoint a convenient port, in the southern part of the Empire, where our vessels may stop for this purpose. We are very desirous of this.

These are the only objects for which I have sent Commodore Perry, with a powerful squadron, to pay a visit to your imperial majesty's renowned city of Yedo [Tokyo]: friendship, commerce, a supply of coal and provisions, and protection for our shipwrecked people.

We have directed Commodore Perry to beg your imperial majesty's acceptance of a few presents. They are of no great value in themselves; but some of them may serve as specimens of the articles manufactured in the United States, and they are intended as tokens of our sincere and respectful friendship.

May the Almighty have your imperial majesty in His great and holy keeping! In witness whereof, I have caused the great seal of the United States to be hereunto affixed, and have subscribed the same with my name, at the city of Washington, in America, the seat of my

government, on the thirteenth day of the month of November, in the year one thousand eight hundred and fifty-two.

[Seal attached]
Your good friend,
MILLARD FILLMORE, President

Source: East Asia for Educators. "Letters from President Millard Fillmore and Commodore Matthew C. Perry to the Emperor of Japan." Columbia University. http://afe.easia.columbia.edu/ps/japan/fillmore_perry_letters.pdf

QUESTIONS FOR ANALYSIS

1. How would you describe the tone of President Fillmore's letter?
2. Why do you think President Fillmore mentioned that he had sent Commodore Perry "with a powerful squadron"?
3. Why do you think President Fillmore sent presents to the Japanese emperor?
4. How reliable is this document as a source?

Landing of Commodore Perry, officers & men of the squadron, to meet the Imperial commissioners at Yoku-Hama, July 14 1853. Lithograph by Sarony & Co., 1855, after W. Heine.

Photo source: The Library of Congress

LESSON 5: GERMAN INDUSTRIAL POLICIES, 1880S

Teacher's Guide

INTRODUCTION

Overview

In the 1880s, Germany was one of the first countries to struggle with the merits and pitfalls of a social insurance system. Since then, many countries have struggled with the same arguments when planning subsequent programs for social insurance. Indeed, they are the same arguments that separate liberals and conservatives in countries in the twenty-first century. Students will gain a greater understanding of these issues by engaging in this lesson.

Vocabulary

- Prussia—large, powerful German state
- Tariff—tax on imports
- Adam Smith—economist who argued for free trade
- Zollverein—German free trade agreement that eliminated tariffs between German states
- Otto von Bismarck—German leader who pushed for social insurance for workers
- Social insurance—government program in which workers collect money if they are injured or sick
- Retirement benefits—money collected by people when they retire
- Socialism—system in which the businesses are owned by the government
- Kaiser—German king or emperor
- Inflation—rising prices

Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Generate ethical options

- Predict unintended consequences
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(40–50 minutes)*

Procedure

Distribute Handout 1 and have students decide individually if they will support the new free trade customs union for the German states. Then have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various policies. Have students explain why they would pick the option they chose. Then have the class re-vote. Next, distribute Handout 2, showing the outcomes, and have students comment for homework.

Repeat the same procedure for German social policy. Have students read Handout 3 and decide individually which of the social policies they will adopt for Germany in the 1880s. Have them pair up and discuss their answers. Bring the class together, conduct a preliminary vote, discuss reasons for and against the various policies, and then re-vote. Distribute Handout 4, showing the outcomes, and have students comment for homework.

Option for German Social Policy—Pre-mortem: To help students think through their decisions, and before giving them the outcomes in Handout 4, ask them to imagine that their decision on one of the policies they supported in Handout 3 ended up being a disaster. They are to go back to their pairs and discuss what the disaster could be, what could go wrong, and how likely the disaster is. Should they change their decision in light of their analysis?

Option—Primary Source: Have students read Handout 5, the Socialist Party Gotha Program, and answer the questions for analysis. Possible answers:

1. Are these demands revolutionary or reformist? (Most of the demands are on the reformist side.)
2. What is the most revolutionary demand? (The most revolutionary is a matter of opinion. Demand #2—on laws directly by the people, rather than representative—is pretty radical, as is #5 about a militia instead of a regular army. Many people at the time thought a progressive income tax to be radical.)
3. What do you think Karl Marx thought of this Gotha Program by the German Socialists? (Karl Marx criticized the plan as not being revolutionary.)
4. How reliable is this document as a source? (As a statement of policies that socialists wanted at the time, it is fairly reliable. It is a primary source. We don't know all the specifics of how the plan was arrived at, and the socialist party may have kept other, controversial demands out of their plan in order to gain more public support. In a public statement, they have a reason to lie.)

Reflecting on Decision Making

Ask students how well they did on decision making on this problem. Which decision-making skills were especially important in making these decisions about the customs union or social policies in Germany? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

Ask students whether the decisions made on social policy in Germany were the result more of historical forces or of decisions made by Otto von Bismarck. (Some will argue that decisions made by Bismarck were the key to the social policies. Bismarck wanted to neutralize the socialists, and according to some historians, he had an interest in social policies to help workers. On the other side, Bismarck may never have brought up the social policies proposals if workers had not already proposed similar plans. Industrialization brought many negative effects, putting pressure on political leaders to make changes—even in countries that were not very democratic).

Connecting to Today

Ask students how the arguments over social policy in Germany in the 1880s are similar to or different from arguments today in the United States between liberals and conservatives over our government's economic and social policies.

Troubleshooting

Students sometimes fail to understand why countries or regions benefit from specialization. An excerpt from an economics article or online summary of absolute and comparative advantage will help their understanding.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

Choose only one of the problems. For example, if you choose the problem on the free trade customs union, give Handout 1 for homework and have students make their decision. In the next class, ask for a show of hands for and against the union. Discuss reasons for five minutes. Distribute Handout 2, showing the outcomes, and have students write their reactions for homework. If, on the other hand, you choose the problem on social policy (Handout 3), you would want to limit the discussion to two or three of the policies before distributing the outcomes (Handout 4).

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2 and 4)

The process of forming the free trade customs union was more complicated than as presented in this problem, which was simplified to facilitate student understanding. A large part of the union was, indeed, agreed to in 1834, but some agreements were made before 1834, and the customs union was expanded in the two decades after 1834.

The issue of government policy with regard to cartels was omitted from this lesson because there are already a large number of issues included.

This lesson focuses on government policies at the national level. There were many other initiatives by local governments and private groups to alleviate the dislocations caused by industrialization. Local governments and private groups, often led by women, pushed reforms in housing and welfare, while private groups also staged public health campaigns against alcoholism, tuberculosis, and venereal disease.

Historian A. J. P. Taylor argues that the social insurance system made workers value security rather than liberty. The workers gained security from the state, rather than from their own political struggles.

There is a debate among historians about the causes for the social insurance reform program spearheaded by Bismarck in the 1880s. Some say it was the natural result of the rise of middle class concern for the well-being of the weaker members of society, as was the case in other industrial societies at this time. A second view holds that the reforms resulted from the traditional groups, especially landowners and industrialists, within German society. These groups wanted to pursue the reforms as a cover for repressing the Socialists and keeping the workers in check. A third view argues that the reforms were a result of many business owners recognizing that reforms for workers would make them more productive, thus increasing business profits. Historians David Blackbourn and Geoff Eley argue that the reforms are primarily the result of particular historical circumstances in Germany, rather than part of a general trend toward reform in industrializing countries.

In the actual social insurance law, employers were to pay two-thirds of the monthly payments, while workers were to pay one-third. For retirement, the split was one-third by employers, two-thirds by workers. Insurance and retirement were simplified in this lesson to half and half so students wouldn't get bogged down in needless details.

The insurance cooperatives ended up with a surplus of money because there were fewer claims for accidents or sickness than expected. As a result, financing the system was not a problem in the early years.

Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

Consider other points of view.

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

* **Predict unintended consequences.**
* **Play out the options: what could go wrong?**

*Denotes topics emphasized in this lesson. The bold items are the skills involved in the lesson.

- **Identify any underlying problem(s):** In regard to the tariff, the decline in food prices was due to several underlying problems in the world. Production of food increased rapidly in the late nineteenth century and lower transportation costs brought increased competition among farmers. These historical trends would not be mitigated in the long run by a tariff. The better economic solution, according to classical economics, was to allow the market to move more production to those areas where Germans had a comparative advantage.
- **Consider other points of view:** Students should look at the tariff from the point of view of other countries. If Germany were to put a tariff on imports, would other governments be inclined to put a tariff on German goods coming into their countries? In terms of regulation, how would businesses react to the costs of following these regulations? In terms of child labor, how would poor families feel about losing the chance for their children to work?
- **Ask questions about context:** Possible questions and answers:

  1. What has happened when other countries have put in tariffs? (Countries almost always retaliate against tariffs by imposing their own tariffs. Trade is reduced and growth goes down.)

2. What has happened to economic growth in countries or states that started social insurance programs? (There are no other examples of social insurance programs, so we don't have any information about economic growth.)

- **Generate ethical goals:** Students should consider whether their primary goal for retirement benefits is to prevent poverty among the retirees, or to allow retirees to live a comfortable life.
- **Predict unintended consequences:** A positive unintended consequence of the free trade union was a more unified German market, which led to better trade deals with other countries. An unintended consequence of retirement benefits was the slowing of economic growth, as the money contributed by workers and owners to save for future retirees was taken out of circulation.
- **Play out the options:** Students should consider whether the government has the personnel and the expertise to help run the social insurance programs. Without these resources, the programs could have been a disaster.

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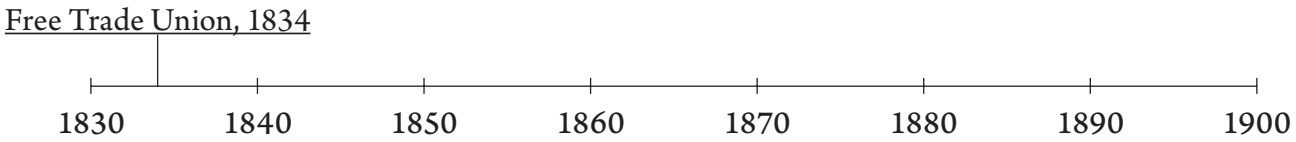
LESSON 5: GERMAN INDUSTRIAL POLICIES, 1880S

VOCABULARY

- Prussia—large, powerful German state
- Tariff—tax on imports
- Adam Smith—economist who argued for free trade
- Zollverein—German free trade agreement that eliminated tariffs between German states
- Otto von Bismarck—German leader who pushed for social insurance for workers
- Social insurance—government program in which workers collect money if they are injured or sick
- Retirement benefits—money collected by people when they retire
- Socialism—system in which the businesses are owned by the government
- Kaiser—German king or emperor
- Inflation—rising prices

PROBLEM—FREE TRADE UNION IN THE GERMAN STATES



The year is 1834 and you are a leader in the German state of Bavaria. There is no German nation, just a confederation (alliance) of thirty-nine independent German states. The leaders from the German state of Prussia have proposed a customs union in which the thirty-nine German states would not have tariffs—instead, they would allow free trade among all states in the union. There would also be a common currency, replacing the separate kinds of money used by all these states. The results of this new union, according to supporters, would be an increase in trade throughout the German states. This free trade would allow for more specialization. So, farming areas would be able to sell to the whole German market—about thirty-three million people—which would require the use of more machinery, increasing production and thereby decreasing cost. Agricultural areas would make more money and German consumers would get cheaper food. The same would happen for industrial products—more trade, higher production, lower costs, and lower prices. Larger businesses would be able to employ workers from all over Germany, not just from their local areas. The result of this free trade, as argued years ago by Adam Smith, would be greater economic growth.

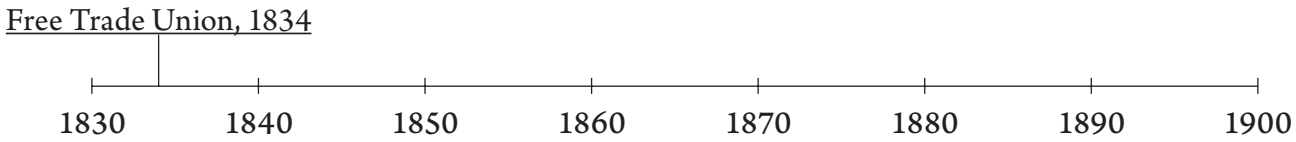
Opponents say that the new free trade customs union would compromise the freedom of the German states. Each state, such as Bavaria, would be more interconnected with the other German states, reducing its options for independent action. Moreover, tariffs and separate currencies are the only way to protect local producers, such as farmers or shopkeepers, from cutthroat competition from producers in other states. Without tariff protection, many local producers will be driven out of business.

Will you support the new free trade customs union?

A. Yes. The free trade zone will bring economic prosperity to the German states.

B. No. We need to protect local producers against cutthroat competition.

OUTCOMES—FREE TRADE UNION IN THE GERMAN STATES



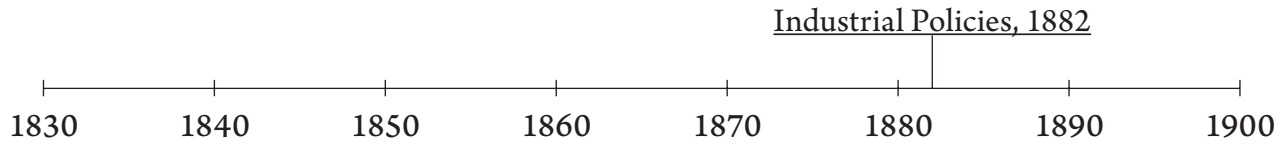
The German states decided to form the customs union, called the Zollverein, which greatly reduced tariffs between the states. The new free trade union reduced prices, increased industrial growth, made the German states more economically competitive with other countries, and contributed to dramatic economic growth. As mentioned in the problem, the German leaders who supported the Zollverein believed in Adam Smith's theories about free trade. In this case, Smith's ideas were proven right. Free trade reduced costs and increased production. It also reduced the power of guilds and their regulations on who could work under what conditions. Instead, workers had more freedom to move. This greater worker flexibility led to increased production by allowing workers to move to the jobs for which they were best suited.

There was a significant increase in the construction of roads and railroads after 1834, partly caused by the Zollverein, as traders sought to take advantage of the larger market unimpeded by high tariffs. The revolution in transportation reduced costs by as much as 80 percent and brought new areas of Germany into the modern economy. Indeed, the new market in Germany was so profitable that businesses from Belgium and Switzerland also set up factories in Germany.

The opponents of the Zollverein argued that it would increase competition within the German states, and they were right. However, that competition was a spark to innovation, as competitors kept inventing new methods of production to cut costs and prices. Larger factories for the larger market made it possible for larger, more efficient capital equipment (machines). For example, blast furnaces increased in size by 500 percent. In addition, the customs union allowed the German states to negotiate trade deals as one group, rather than as thirty-nine separate states. The increased power of negotiating with one voice allowed the German states to bargain for better trade deals with Britain, France, Russia, and other countries.

The Zollverein was also a great step toward the political unification of the German states into a single German nation, one of the most powerful countries in Europe. As one of the supporters said in 1829, " . . . unification of these states into a customs and trading union should . . . lead to a unification within one and the same political system."

PROBLEM—SOCIAL AND ECONOMIC POLICIES



The year is 1882 and you are Otto von Bismarck, Chancellor of Germany. In 1871 Germany became a unified country under your leadership. Germany has been industrializing, which has brought great wealth and power, but also great social problems. Various groups within Germany would like to see the government take action to improve the situation.

Industrialization has brought great wealth to some Germans, but great insecurity to many others. Most workers cannot afford to save money to help their families through hard times if they become unemployed or underemployed (working less than full-time). An illness or accident can doom a family at any time. Injured workers can go to court to make owners pay, but court costs make it too expensive, and the burden of proof is on the worker, not the owner. It's too risky for most injured workers to go to court. In addition, many old people have little money and are dependent on their children.

One way for the government to help workers is to set up a social insurance system. All workers would be required to join the insurance system, and they would pay about half the monthly payments (perhaps 2 percent of their monthly wages), called premiums, while owners would pay the other half (another 2 percent). With insurance, workers who are injured on the job would receive monthly payments of a portion of their monthly wages (about 67 percent) to support them and their families until they get back to work. This social insurance plan would make for a healthier, more stable work force. Critics argue that social insurance laws interfere with the free market and personal freedom, weaken personal responsibility, and reduce initiative among workers. Some German businesses already offer social insurance—about 4 percent of German workers are covered. Labor unions and Socialists naturally support this program, since it directly benefits workers.

Workers also support a retirement system similar to the social insurance system. Workers and owners would each contribute about half the money to be used for retirement benefits for those who live long enough (the average life expectancy in Germany is only about thirty-six years old, so not many people get to retire). Supporters of retirement benefits argue that widows make up the largest group of the very poor in Germany and that they should be helped. Critics charge that forcing workers to pay for retirement violates their freedom and reduces the money they have available to spend in the economy now.

Otto von Bismarck

Owners want to suppress Socialists in the country because they say Socialists are moving the country toward revolution. Meanwhile, workers also want to make some changes that industrial business owners oppose, for example, safety rules in factories enforced by the government. Workers are in favor of a government guarantee of the right to organize into unions, bargain collectively, and go on strike. In addition, they support universal male suffrage, eliminating the need to hold property to vote.

Socialist thinkers such as Karl Marx and Friedrich Engels are writing that workers are oppressed under industrialization. As industrialization continues, workers are becoming poorer. There is indeed terrible poverty among German workers. Some workers favor revolution, while others just want reforms to improve their safety and their lives.

This would be an ideal time to suppress the Socialists because there have been two assassination attempts on the kaiser (the German king) in the past four years. There is no proof that Socialists were involved in the assassination attempts, but the public definitely thinks they were involved. Public opinion will be supportive of suppressing the Socialists.

Industrialization has caused other changes. German cities are growing rapidly, as people from the countryside migrate to cities to find work. Unfortunately, this rapid urban growth has led to poor sanitation, poor housing, and overall filthy conditions. Many people live in attics and barns. In one instance in an industrial area, over a hundred people were crammed into a rundown barn with only two toilets. In general, people in cities are not as healthy as those in rural areas. Workers and middle class professionals want the government to use tax money to enforce sanitation and housing codes. They want the government to help clean up the cities.

Farmers want to see the price of their crops protected by tariffs, because they believe their crops are being undersold by unfair competition from foreign farmers. Many industrial business owners also want tariff protection. Prices have been dropping and many owners feel they cannot continue to make a profit. Farmers would also like the government to add silver to the money supply. The expanded money supply would cause crop prices to increase (inflation), which would benefit farmers. (Many farm costs are fixed, so overall costs would not go up as much as crop prices

Photo source: AD.BRAUN & Cie Dornach-Kabinett - Photo (Public domain, via Wikimedia Commons)

would.) But landowners are opposed to all the other programs described above (except tariffs), since these programs will increase taxes, including property taxes. Landowners will end up paying higher taxes to help, not themselves, but people in cities and in factories.

Which of the following will you do? Write yes or no next to each proposal. You can choose as many or as few as you would like.

A. Implement social insurance for workers to protect them from the costs of injuries from accidents and from sickness. Workers would be required to have the insurance coverage. Employers would pay half of the monthly payments, while workers would pay the other half. When injured or ill, laborers unable to work would collect a portion of their wages for up to thirteen weeks.

B. Implement a government retirement system for workers. Employers would pay half, and workers would pay the other half, according to their wages. The government would also contribute a subsidy to reduce the costs for owners and workers. After reaching the retirement age of 70, workers would collect a monthly income based on their wages.

C. Pass laws preventing meetings or publications that spread socialist propaganda.

D. Enforce safety laws in factories, including inspections for safety, maximum working hours, and a ban on child labor

E. Give workers' right to organize into labor unions

F. Give workers' right to strike

G. Give universal male suffrage

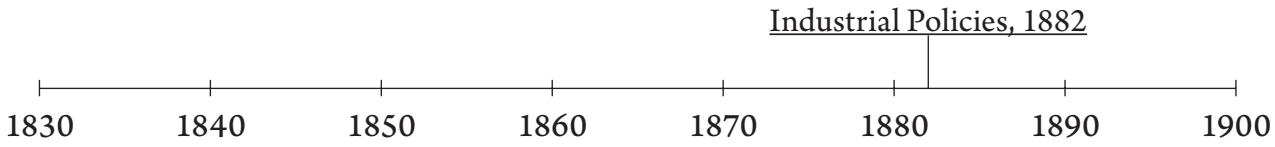
H. Implement sanitation codes in cities

I. Implement housing codes in cities

J. Increase tariff protection for farmers and industrialists

K. Add silver to the money supply to raise farm prices

OUTCOMES—SOCIAL AND ECONOMIC POLICIES



Otto von Bismarck decided to support social insurance (Option A) and retirement (Option B), along with sanitation codes (Option H) and housing codes (Option I) in cities, all of which were favorable to workers, so he could also support anti-socialist laws (Option C). He was concerned about the increasing socialist influence in Germany, raising the danger of a socialist revolution. He felt that government social programs would make revolutionary socialism unnecessary. He stated in 1881 in a private conversation to an adviser, "Whoever has a pension assured to him for his old age is much more contented and easier to manage than the man who has no such prospect." He added in a public speech in 1884 that new legislation would "have a considerable effect on the quieting down of socialist efforts." Meanwhile, he did not give workers more rights to vote and to organize themselves and fight for their own rights (Options E, F, and G). He wanted workers to look to the government for support, rather than have the power to influence government on their own.

All these actions had little effect on the strength of socialism in Germany, which remained strong up to World War I. Some historians argue that Bismarck's actions to suppress the Socialists ended up converting workers from reformers to more radical revolutionaries. The socialist movement in Germany was strong, but in general, Socialists wanted to bring about reform through lawful means. The suppression of Socialists may have been an overreaction.

However, while the social insurance and retirement programs failed to weaken socialism politically, they had great consequences in establishing the active role of the state in protecting workers from the negative effects of industrialization. The German social insurance system inspired similar systems in France and Britain. Eventually, all the industrial countries adopted social insurance and retirement plans. The social insurance system in Germany helped create a healthier, more stable workforce, even though, in the first decades, it only covered about 40 percent of workers.(Today, it covers almost all workers in Germany.) Though some owners complained about the costs of the system, other owners felt that benefits outweighed the costs. German workers had a higher standard of living, better housing conditions, improved sanitation, and better medical care. Workers received pay for accidents or illness without having to go to court, reducing legal costs for everyone. Healthier workers meant more production. The death rate per 1,000 Germans dropped from 27.2 in the 1870s to 16.2 in 1910. The system of social insurance continued

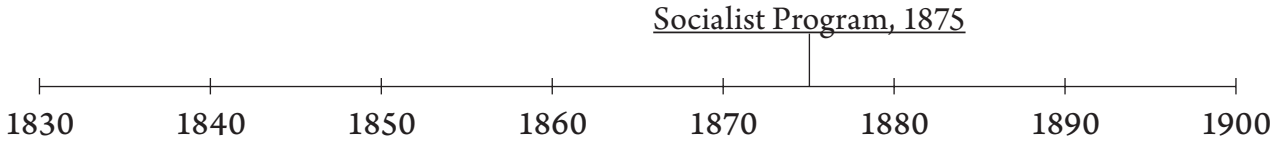
through the twentieth century, amounting to about 33 percent of wages in the 1980s, one hundred years after starting the program. The system has been very stable.

Bismarck supported raising the tariff (Option J) in order to provide the national government with money to strengthen national unity. He also wanted to win the political support of industrial owners and farmers, both of which groups wanted protection from foreign competition. He had to overcome supporters of the laissez-faire, free trade ideas who had pushed through the Zollverein (free trade among German states) decades earlier. Bismarck argued that the Zollverein was fine, but German producers needed protection against cutthroat foreign competitors. In actuality, lower prices were probably due more to the depression of the 1870s than to increased competition. The higher tariff was passed, increasing food prices for workers and thereby reducing demand for other products. So the overall effect of the tariff was probably to slow German growth compared with what it would have been otherwise.

Bismarck supported only limited factory inspections (Option D), because inspections violated the rights of owners to run their factories their own way. Bismarck was concerned that regulations on workers would make German businesses less competitive compared with businesses in other countries that did not have regulations. For example, he opposed restrictions on working on Sunday or on limiting working hours for women and children. Nevertheless, the German government at the state and local levels gradually increased safety regulations and inspections, limited hours for female employees, and set up courts to decide cases regarding safety.

The government did not add silver to the money supply (Option K). German leaders were afraid that inflation would hurt owners and workers much more than it would help farmers.

PRIMARY SOURCE



SOCIALIST WORKERS' PARTY OF GERMANY, GOTHA PROGRAM, 1875

I. Labor is the source of all wealth and all culture, and since universal productive labor is possible only through society, therefore to society, that is, to all its members, belongs the collective product of labor. With the universal obligation to labor, according to equal justice, each should have in proportion to his reasonable needs.

In the present society the means of labor are the monopoly of the capitalist class; the servitude of the laboring class, which is the outgrowth of this, is the cause of misery and of slavery in all forms.

The liberation of labor demands the transformation of the means of production into the common property of society and the associative regulation of the collective labor with general employment and just distribution of the proceeds of labor.

The emancipation of labor must be the work of the laboring class, opposed to which all other classes are only a reactionary body.

II. Proceeding from this principle the Socialist Labor Party of Germany seeks through all legal means the free state and the socialist society, the destruction of the iron law of wages, the overthrow of exploitation in all forms and the abolition of all social and political inequality. . . .

The Socialist Labor Party of Germany demands as a step to the solution of the social question the erection, with the help of the state, of socialistic productive establishments under the democratic control of the laboring people. . . .

The Socialist Labor Party of Germany demands as the foundation of the state:

1. Universal, equal and direct suffrage, with secret, obligatory voting by all citizens at all elections in state or community.
2. Direct legislation by the people. Decision as to peace or war by the people.
3. Common right to bear arms. Militia instead of the standing army.

4. Abolition of all laws of exception, especially all laws restricting the freedom of the press, of association and assemblage; above all, all laws restricting the freedom of public opinion, thought and investigation.

5. Legal judgment through the people. Gratuitous administration of law.

6. Universal and equal popular education by the state. Universal compulsory education. Free instruction in all forms of art. Declaration that religion is a private matter.

The Socialist Labor Party of Germany demands within the present society:

1. The widest possible expansion of political rights and freedom according to the foregoing demands.

2. A progressive income tax for state and municipality instead of all those existing, especially in place of the indirect tax which burdens the people.

3. Unrestrained right of combination (the right to form unions).

4. Shortening of the working day according to the needs of society. Abolition of Sunday labor.

5. Abolition of child labor and all female labor injurious to health and morality.

6. Protective laws for the life and health of the worker. Sanitary control of the homes of the workers. Supervision of the mines, factories, workshops and hand industries by an officer elected by the people. An effectual law of enforcement.

7. Regulation of prison labor.

8. Full autonomy in the management of all laborers' fraternal and mutual benefit funds.

Source: Socialist Workers' Party of Germany. Gotha Programme, May 1875. In *The Age of Bismarck: Documents and Interpretations,* translated and edited by Theodore S. Hamerow, 230–32. New York: Harper & Row, 1973. Quoted in Internet Archive. http://www.archive.org/stream/GothaProgramme/726_socWrkrsParty_gothaProgram_231_djvu.txt.

QUESTIONS FOR ANALYSIS

1. Are these demands revolutionary or reformist?

2. What is the most revolutionary demand?

3. What do you think Karl Marx thought of this Gotha Program by the German Socialists?

4. How reliable is this document as a source?

LESSON 6: THE SCRAMBLE FOR AFRICA, 1876–1899

Teacher's Guide

INTRODUCTION

Overview

Between 1876 and 1912, the European powers engaged in a scramble for colonies in Africa. This lesson on the scramble focuses on three decisions made in that era. The words "scramble" and "imperialism" are not used in the lesson problems in order to allow students to make decisions without being tipped off that the lesson is about imperialism. Each of the three problems provides different insights into imperialism in Africa. Nevertheless, teachers pressed for time might choose only one of the three problems for their classes. The second problem (Handouts 3–5) provides the most powerful story about the effects of imperialism. Some students will be shocked that they have never heard anything about the catastrophe in the Congo, which resulted in the deaths of 10 million Africans.

Important notice: A racial epithet is used in a quotation in the final paragraph of Student Handout 7.

Vocabulary

- New imperialism—policy of European powers to take political control of empires, as opposed to the previous mode of imperialism based mainly on economic control
- Suez Canal—artificial waterway built by the French to connect the Mediterranean Sea and Red Sea
- Scramble for Africa— competitive race by European powers to take over large parts of Africa
- King Leopold II—king of Belgium who took over the Congo Free State
- David Livingstone—explorer who was the first European to see large parts of Africa
- Three Cs—commerce, Christianity, and civilization, which were supposedly the motivation of Europeans in taking over Africa
- Henry Stanley—explorer who worked for King Leopold to help him get control of the Congo
- Tariff—tax on imports
- Berlin Conference—agreement by European powers on some guidelines for taking countries in Africa, a process which had already begun

- Bankruptcy—legal declaration by a company or country that can't pay all its bills
- Holocaust—great destruction and extensive loss of life
- Porter—person employed, or forced, to carry loads
- Magnificent African cake—term used by Leopold II showing that he saw Africa as an area to be divided up into pieces among European powers
- Social Darwinism— philosophy applying the notion of survival of the fittest to society, thereby denying sympathy for those who do not survive (or who are poor)
- Boers—Dutch farmers in South Africa
- Transvaal—Boer state in South Africa
- Majuba—major battle in which the Boers defeated the British army
- Paul Kruger—Boer leader of the Transvaal
- Uitlanders— non-Boer residents of the Transvaal; literally means "outsiders"
- Monopoly—economic situation in which one seller controls the price of a good or service
- Cecil Rhodes—British mine owner and supporter of imperialism
- Ultimatum—demand with a time limit
- Concentration camp— camp where persons are detained or confined
- Guerrilla warfare—style of fighting in which small groups of rebels who blend in with the population or hide in the countryside stage ambushes rather than wage major battles
- Apartheid—system of separation of the white and black populations in South Africa

Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Ask questions about the reliability of sources
- Generate ethical options
- Predict unintended consequences
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(40–50 minutes)*

Procedure

The three problems in this lesson are all related to the Scramble for Africa, but they are also quite distinctive in their details. The lesson plan is therefore written for each problem separately.

Egypt: Distribute Handout 1 and have students read it. Tell students to pair up and choose what they will do about the crisis in Egypt. Circulate around the room to answer questions or clear up misunderstandings. Bring the class back together and discuss their decisions. Have them explain why they would pick the option they chose. Next, distribute Handout 2, showing the outcomes, and have students comment for homework.

Encourage students to ask questions. Here are four questions with suggested answers. You could keep them in mind in case students ask similar questions of their own, or you could write them on the board and have students vote on which question they would like to have answered. Read the suggested answer to the top-voted question.

1. Can the British army defeat the Egyptian army? (The British army has much more modern weaponry than the Egyptian army, such as artillery and Maxim machine guns. In addition, British soldiers are much better trained and better disciplined. Your military advisers are confident that they can easily defeat the Egyptian army.)

2. How bad is the financial situation in Egypt for British investors? (Investors will definitely lose money if the Egyptian government doesn't pay off the loans. On the other hand, default is part of the risk investors take into consideration when making investments in government bonds. Moreover, most of these investors have been making tremendous amounts of money on previously made loans through high fees and high interest rates. Even with losses from a default, most investors will have made an overall profit.)

3. How will the Egyptian people interpret an attack by British soldiers? (Egyptians will see an attack as imperialism, pure and simple. They see British investors as cheats who have taken advantage of Egypt's financial crisis to run up the debt and make a fortune for themselves. Then, when the Egyptian government can't pay, the treacherous investors will call on the British government to bail them out and take over Egypt.)

4. Will other countries get involved? How will France see an attack by British soldiers? (The French will feel humiliated by a British attack. The French built the Suez Canal in Egypt and feel they are partners with Britain in keeping financial control over the country. They have too many other issues to allow them to send troops to Egypt, but they will resent Britain for sending military forces that will imply British control of Egypt.)

Congo: Have students read Handout 3 and decide whether, as King Leopold, they will get involved in taking over the Congo. Tell students to pair up and discuss their choice. Circulate around the room to answer questions or clear up misunderstandings. Bring the class back together and discuss

their decisions. Have them explain why they would pick the option they chose. At this point you could move on to the problem in Handout 4 before distributing the outcomes in Handout 5 (the outcomes are for both Handouts 3 and 4). You could also move directly to the outcomes in Handout 5, as the description still makes sense without having done the problem in Handout 4.

If you use the problem in Handout 4, tell students that we are going to look at the situation in the Congo from a different perspective. Distribute Handout 4 and have students read it. Tell students to pair up and choose what they will do about King Leopold's proposal for fighting the slave trade in the Congo. Circulate around the room to answer questions or clear up misunderstandings. Bring the class back together and discuss their decisions. Have them explain why they would pick the option they chose. Next, distribute Handout 5, showing the outcomes of Problems 3 and 4, and have students comment for homework. How did their decisions compare with the decisions made in the historical situations?

Option: To get a contrasting perspective, you could have students decide what they would do as a leader of an African tribe. Tell them the following scenario. You are the leader of an African tribe near the Congo River. In the past year, Europeans have come up the river and caused many problems. They forced every adult in the tribe to bring in rubber in order to pay their tax, and forced people to join the police. People who don't bring enough rubber or who resist joining the police force are shot and their right hands are cut off. The people in your tribe outnumber the Europeans and their police, but the Europeans have modern guns.

What will you do?

A. Fight the Europeans

B. Negotiate—Make the best deal possible with the Europeans

C. Flee—Leave the area and find a place where Europeans won't cause problems for your tribe

The point here is that none of these options works. Fighting leads to crushing defeat, after which the Europeans have even more dominance. The rebellions against Europeans, including rebellions by the Sanga, Yaka, and Chokwe tribes, usually ended in defeat and annihilation of the rebels. (However, there was one exception. There was a revolt within Leopold's army by about 6,000 Africans who fought Leopold's loyal forces over three years and then fled to a more remote area and were never defeated by whites. The revolts within the army indicated that the soldiers were also mistreated, almost like slaves.) Negotiating also doesn't work. The Europeans know they have superior weapons, so they insist on getting whatever they want. Fleeing doesn't work because many people in the tribe will die in a move away from shelter. Also, there are very few places left in Africa that are free from European domination.

Another way to see the African point of view is to have students read the primary source in Handout 8. Have students answer the questions for analysis. Suggested answers:

1. Was it a good decision to put out food for the soldiers, or would it have been better to fight? (This is similar to the decision-making problem posed for students in the above paragraph. It didn't work in this case, but it probably worked in some cases.)

2. Why would the soldiers force people to carry things such a long distance? (The Belgians needed to carry equipment with them as they set up and ran trading posts and military bases. The death and injury rates were so high in the jungle and across great distances that no white person would volunteer to do it. So the Belgians forced Africans to be porters.)

3. How reliable is Ilanga as a source? (She was a primary source and Edgar Canisius checked on what she told him to verify it, so other sources support her story. She had a reason to lie because of what happened to her and her family and tribe. When she said that her village never was in a war, she may have been exaggerating.)

South Africa: Distribute and have students read Handout 6. Tell students to pair up and choose what they will do about the crisis in the Transvaal. Circulate around the room to answer questions or clear up misunderstandings. Bring the class back together and discuss their decisions. Have them explain why they picked the option they chose. Next, distribute Handout 7, showing the outcomes, and have students comment for homework. Ask students if the way the problem was set up, with two options, influenced their decision. Given two contrasting possibilities—to issue an ultimatum or to negotiate—would students be more drawn to the option of negotiating (which didn't work very well in this case)? If so, why are they drawn to the option of compromising?

Option: Ideally, we want students to think of good questions on their own, but that doesn't always happen. To help students get into the habit of asking good questions, you could write these seven questions on the board. Have students vote on which two questions they would like to have answered. Read the suggested answers to the two top-voted questions, listed in Handout 9. Possible questions:

1. Why is the British public supportive of action against the Boers?

2. What is the background of the conflict between the Boers and the British?

3. How popular is Kruger in the Transvaal?

4. Why have negotiations failed?

5. What is Kruger's point of view on this conflict situation?

6. How do British mine owners and Uitlanders feel about the situation in the Transvaal?

7. How reliable is the intelligence in regard to the strength of the Boers?

Option—Pre-mortem on South Africa: To help students think through their decisions, have them imagine that the option they chose in Handout 6, ended in disaster. They are to go back to their pairs and discuss what the disaster could be, what could go wrong, and how likely the disaster is to happen. Should they change their decision in light of their analysis?

Reflecting on Decision Making

Ask students how well they did on decision making on this problem. Which decision-making skills were especially important in making these decisions about Egypt, the Congo, or South Africa? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

Ask students whether the decisions made in the Congo (or Egypt or South Africa) were more the result of the influence of historical forces or of decisions made by individual leaders. Some will argue that decisions made by King Leopold were the key to the holocaust in the Congo. He clearly had insecurities and delusions of grandeur, making the takeover a direct result of his personality. He stated specifically that he wanted his share of the "magnificent African cake." Supporters of historical forces will argue that Leopold was able to think about taking colonies because of the modern weapons and technology in general that Belgians had and Africans did not. Social Darwinism also affected Europeans' attitudes towards non-Europeans. The idea of Europeans helping Africans grew out of an attitude of superiority, and that attitude undermined any humanitarian impulses the Europeans might have had. To show that the Congo holocaust was part of the European attitude of superiority, some historians cite the death toll in the French part of the Congo, where the same percentage of people (50 percent) died.

Connecting to Today

Ask students what they learned from the problem on Egypt. What advice would they give to an American president faced with a corrupt government unable to pay its debts to international corporations (some of whom include American investors)?

Troubleshooting

Students could easily be confused about who was actually in control of the Congo Free State. The Belgian government did have a role in giving permits to businesses, but King Leopold was in charge. He set the policies which the Belgian government or businesses then carried out.

LESSON PLAN B: QUICK MOTIVATOR LESSON *(20 minutes)*

Chose only one of the problems. For example, if you choose the problem on Egypt, give Handout 1 for homework and have students make their decision. In class, ask for a show of hands for Options A or B or C. Discuss reasons for five minutes. Distribute Handout 2, showing the outcomes, and have students write their reactions for homework.

TEACHER NOTES TO EXPAND DISCUSSION

(For outcomes for students, see Handouts 2, 5, and 7)

Congo

When the king established the Congo Free State, one provision was that all vacant (unused) land became the government's land. Most land belonged in common to African villages or tribes, but since most of it was not used for farming, it instantly came under the control of the government. Africans were considered tenants on their own tribal land!

As explained in the outcomes in Handout 5, King Leopold never hurt or killed anyone directly, but his forced labor system killed millions indirectly. The system established incentives for Leopold's agents in the Congo, who got a 6 percent cut of the sale of ivory in Europe if it cost eight francs in the Congo, but 10 percent of the sale in Europe if it cost four francs in the Congo. Thus, agents were motivated to force Africans, sometimes at gunpoint, to accept the lowest prices possible.

The king established three colonies for African children in the Congo, the purpose of which he explained, saying, "The aim of these colonies is above all to furnish us with soldiers."

The Congo wasn't the only place in the world at this time where mass killings took place. The percentage of people who died was about the same in the French area of the Congo. In German Southwest Africa, the military commander attacked a rebellious tribe from three sides, leaving open only one route, which led into the desert. After the tribe retreated to the desert, the commander sealed it off and waited for every tribe member to die. There was no pretense of humanitarian benefit—it was simply genocide. In the Philippines, Americans wiped out whole villages, leaving the areas, in the words of a commander, "a howling wilderness."

Arthur Hodister was a great imperialist and ivory trader in the Congo. He was killed in a revolt by Arabs in 1892. He preached commercial progress, and may have been one of the models for Colonel Kurtz, a central character in Joseph Conrad's novel *Heart of Darkness*. Joseph Conrad, a Polish-born author, travelled to the Congo and saw first-hand some of the atrocities committed by Hodister and others. Historian Adam Hochschild believes that Kurtz was closely modeled after Leon Rom, who, like Kurtz, collected shrunken heads of Africans and was a writer and painter.

Ivory was important, but rubber was much more important for profits for King Leopold—it was the main source of his great wealth.

Edmond Morel is a hero in the sad tale of the Congo genocide. He noticed at the port in Antwerp, Belgium that no products were being returned to the Congo in exchange for shipments of rubber. He correctly deduced that the only explanation for this was that the Europeans weren't paying for the rubber, and therefore the shipments were being sent by forced labor. He said, "Forced labour of a terrible and continuous kind could alone explain such continuous and unheard of profits. . . . I was giddy and appalled at the cumulative significance of my discoveries. It must be bad enough

to stumble upon a murder. I had stumbled upon a secret society of murderers with a King for a croniman [accomplice]." For over a decade after this discovery he worked tirelessly to expose Leopold's crimes in the Congo, including publishing a book in 1903 titled *Affairs of West Africa*. Other books were also written about the tragedy in the Congo, among which were Fox Bourne's *Civilisation in Congoland*, and Guy Burrows' *The Curse of Central Africa*. One of the most effective methods of rousing people against Leopold's rule was displaying photographs of mutilated people in the Congo. Almost all such images were taken by Alice Seeley Harris.

Despite the best efforts of reformers, for most of the twentieth century the Belgian government did not admit to the holocaust that took place in the Congo under Leopold. The writings of Jules Marchal were a key element in finally exposing the truth.

South Africa

Historian Martin Meredith believes that the British leader in South Africa, Alfred Milner, deliberately pushed the Boers to bring about war. He argues that Milner deliberately leaked information about secret meetings between the Boer leaders and the mining companies in order to undermine negotiations. He quotes a private letter by Milner to show he was intentionally trying to force a crisis with the Transvaal: "Looking at the question from a purely S. African point of view, I should be inclined to work up to a crisis, not indeed to looking about for causes of complaint or making a fuss about trifles, but by steadily and inflexibly pressing for the redress of substantial wrongs and injustices." In another letter, Milner showed his view of the Transvaal government: "Two wholly antagonistic systems—a medieval race oligarchy [the Transvaal government], and a modern industrial state [the modernizing economy in the Transvaal], recognizing no difference in status between various white races—cannot permanently live side by side in what is after all one country." The racism in this quote also anticipated one of the outcomes of the conflict. No matter which group of whites won the war, the British or the Boers, black Africans would be denied rights. In yet another note, Milner commented on a possible railroad that the Transvaal government was trying to build to the port of Delagoa Bay: "I look on possession of Delagoa Bay (by the British, therefore blocking the railroad) as the best chance we have of winning the great game between ourselves and the Transvaal for the mastery of South Africa without a war. I am not indeed sure that we shall ever be masters without a war. The more I see of S. A. [South Africa] the more I doubt it."

Historian Thomas Pakenham also argues that Milner provoked war, constantly trying to outmaneuver even his superiors in the British government to prevent negotiations from bringing about a peaceful settlement. In addition, Pakenham says that Milner was backed by the largest gold mining company, Wernher-Beit.

The leader of the Transvaal, Paul Kruger, was a fundamentalist in the most conservative religious sect in the Transvaal. Kruger believed God would be on the side of the Boers if Britain were to try to take control of the Transvaal.

Decision-Making Analysis

P = Problem

Identify any underlying problem(s).

* **Consider other points of view.**

What are my assumptions? Emotions?

A = Ask for information (about)

* **Historical context (history of this issue; context in the world)**

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

* **Predict unintended consequences.**

Play out the options: what could go wrong?

*Denotes topics emphasized in this lesson. The bold items are skills involved in the lesson.

- **Identify any underlying problem(s):** *Congo*: As mentioned in the outcomes, one possible underlying problem is the power disparity between Europeans and Africans. Students should consider that no matter how humanitarian their motives seem, those motives might be eroded by the power the Belgians have over the Congolese.
- **Consider other points of view:** In all three problems, students need to consider the points of view of the other side. *Congo*: It is clear that King Leopold did not consider the whole takeover from the point of view of the Congolese. The teacher materials include suggestions for directing students to take the point of view of Africans in the Congo. *Egypt*: The British should have considered how Egyptians would view British intervention. *South Africa*: The British gave much more consideration to the perspective of the Boers, partly because they were white and European, and partly because they had advanced weapons.
- **Ask questions about context:** Possible questions and suggested answers are included in the teacher materials above for Egypt and as a handout for South Africa. In the case of South Africa, especially, asking the right question can garner information that would change decision makers' minds about which option to choose.

- **Ask questions about the reliability of sources:** *Congo*: In Handout 4, students should be very skeptical of Leopold's request for a tariff to pay for railroads, etc., in order to fight the slave trade. Did he intend to build the railroads and other infrastructure anyway? *South Africa*: Students should ask about the reliability of intelligence on the strength of the Boer forces.

- **Generate ethical goals:** *Congo*: Students should question whether the goals in the Congo are ethical, or at least wonder whether the goal to make money undermines the goal to help the Congolese.

- **Predict unintended consequences:** All three problems have profound long-term unintended consequences. *Congo:* The establishment of the Congo Free State led to the death of 10 million people. *Egypt:* The intervention in Egypt by Britain was a key trigger to the Scramble for Africa. *South Africa:* The Boer War led to racial policies in South Africa that continued through the most of the twentieth century.

- **Play out the options:** *Egypt*: The British did not anticipate the difficulty of leaving Egypt after intervening. Once they got mired in Egyptian politics and society, they owned the problems of Egypt. *Congo*: Many of the deaths in the Congo were indirect effects of policies that had different intentions. For example, building the railroad to Stanleyville was intended to reduce costs for transportation. The difficulty of building the railroad (paid for in Congolese deaths) was not anticipated. *South Africa:* The British did a poor job of anticipating the Boer offensive after the decision to send in reinforcements and the guerrilla warfare that followed the defeat of the main Boer forces. The pre-mortem activity in the lesson plan above may help students anticipate some of these problems.

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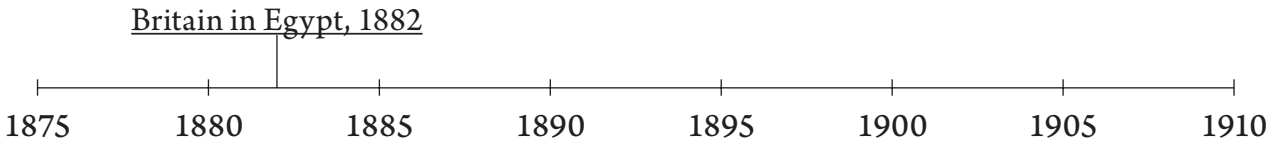
LESSON 6: THE SCRAMBLE FOR AFRICA, 1876–1899

VOCABULARY

- New imperialism—policy of European powers to take political control of empires, as opposed to the previous mode of imperialism based mainly on economic control
- Suez Canal—artificial waterway built by the French to connect the Mediterranean Sea and Red Sea
- Scramble for Africa—competitive race by European powers to take over large parts of Africa
- King Leopold II—king of Belgium who took over the Congo Free State
- David Livingstone—explorer who was the first European to see large parts of Africa
- Three Cs—commerce, Christianity, and civilization, which were supposedly the motivation of Europeans in taking over Africa
- Henry Stanley—explorer who worked for King Leopold to help him get control of the Congo
- Tariff—tax on imports
- Berlin Conference—agreement by European powers on some guidelines for taking countries in Africa, a process which had already begun
- Bankruptcy—legal declaraction by a company or country that can't pay all its bills
- Holocaust—great destruction and extensive loss of life
- Porter—person employed, or forced, to carry loads
- Magnificent African cake—term used by Leopold II showing that he saw Africa as an area to be divided up into pieces among European powers
- Social Darwinism—philosophy applying the idea of survival of the fittest to society, thereby denying sympathy for those who do not survive (or who are poor)
- Boers—Dutch farmers in South Africa
- Transvaal—Boer state in South Africa
- Majuba—major battle in which the Boers defeated the British army
- Paul Kruger—Boer leader of the Transvaal
- Uitlanders— non-Boer residents of the Transvaal; literally means "outsiders"

- Monopoly—economic situation in which one seller controls the price of a good or service
- Cecil Rhodes—British mine owner and supporter of imperialism
- Ultimatum—demand with a time limit
- Concentration camp—camp where persons are detained or confined
- Guerrilla warfare—style of fighting in which small groups of rebels who blend in with the population or hide in the countryside stage ambushes rather than wage major battles
- Apartheid—system of separation of the white and black populations in South Africa

PROBLEM—BRITAIN IN EGYPT



The year is 1882 and you are British Prime Minister William Gladstone. You must decide what to do about Egypt, whose government is unable to pay its debts and whose army is in the middle of a revolt. This is an important decision because Britain has vital interests in Egypt. The Suez Canal—which is crucial to British trade, especially with India—runs through the country. Any disruption to the flow of trade through the canal would have serious economic consequences for Britain. In the 1870s the Egyptian leader, Ismail, started a modernization program, including building railroads, improving harbors, expanding irrigation for farming, increasing cotton production, and modernizing the army. All this spending, along with declining export revenue from lower cotton sales, has led to increasing debt. Egypt has been unable to repay its loans, most of which came from British and French investors. The French (who built the canal) and British (who own a major portion of stocks in the canal) sent financial advisers to help straighten out Egypt's debt crisis.

The financial advisers were resented by Egyptian nationalists, who want to control their own finances. Many Egyptians argue that the foreign advisers are a symptom of economic imperialism, and the Egyptian army has revolted against the Egyptian government, which they argue was under foreign control. Earlier this year, France and Britain each sent small naval squadrons to protect European interests. Many Egyptians saw this use of force as imperialism. They rioted in Alexandria and killed about fifty Europeans including three British military personnel. The British responded by bombarding the coastal forts at Alexandria on July 11, causing great damage to the city. Now there is widespread looting in Alexandria and civil disorder in other cities. The Egyptian government is very weak, and the army is still in revolt against the government. Egypt is in chaos.

Up to this point, British policy has been to keep the government out of Africa as much as possible. British wealth depends on free trade, with British businesses making profits from investing in and trading with areas outside of Britain. British military power is to be used sparingly in order to preserve the stability that allows free trade to flow. This British free trade system does not depend on the government taking over large areas and spending taxpayer money to rule them. On the other hand, British investors are pressuring the government to prevent them from being cheated out of their money. Egypt, with the Suez Canal, is vital to British interests.

The French recently took over Tunis, which has added to their prestige with other European countries. The French move may have come because they believe Britain to be weak. After all, Britain lost two major battles, at Isandlwana and Majuba in South Africa, in the past few years.

A strong stand in Egypt might restore British power in the eyes of the world. It would also be a chance for the army to redeem itself after those humiliating losses.

Meanwhile, the British government is divided over the issue of home rule (more independence) for Ireland. A strong policy in Egypt will be very popular with the British people and will therefore unify the cabinet. A strong stand in Egypt will allow for more flexibility and discussion on Ireland.

The situation in Egypt is serious. British citizens have been killed, and Egyptians are suffering from the economic and political chaos in their country. The British public and leaders believe that British power has been a force for good in the world. They believe British trade brings modern goods and ideas to other people and that British political and military power provides stability and order, allowing for peaceful trade. Most advisers argue that we cannot stand by and let this tragedy continue to hurt Egyptian people and British interests.

Those against sending in British forces argue that it will cost a great deal of money, which will increase taxes for the British people and end up hurting the British economy. The army revolt hasn't been a threat to the canal so far, so why not just wait and see what happens, meanwhile sending more troops to guard the canal? Once British troops get involved, there will be complications, necessitating even more commitments by the British government. British interests may be better served by staying out of this political and economic mess. The economic chaos and riots are clearly bad for the Egyptian people. However, they are beyond British power to fix. The British army cannot solve all the problems in the world.

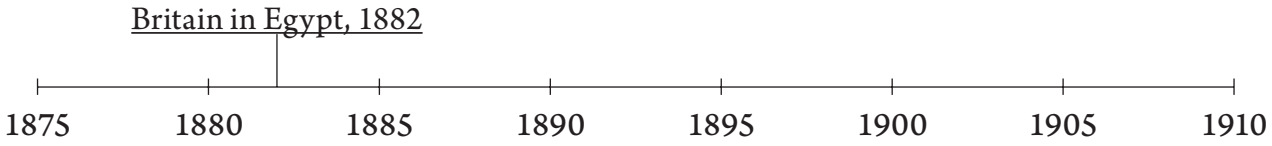
What will you do about the crisis in Egypt?

A. Send a British force to Egypt to attack the Egyptian army and then take over Egypt as a colony. This way, the finances will get straightened out, the bondholders will get paid, and Egypt will again be a respected member of the world community of trade and finance. The British will provide a strong, stable government for the Egyptian people. The takeover will also help Britain protect vital national interests, such as shipping goods through the canal.

B. Send a British force to Egypt to attack the Egyptian army, but only take over the country until the financial crisis is solved. At that point, leave the Egyptians to figure out their own solutions.

C. Don't send British forces to Egypt, as it will only lead to further problems.

OUTCOMES—BRITAIN IN EGYPT



Prime Minister Gladstone decided on Option B, to send British forces to attack the Egyptian army and then leave Egypt as soon as the financial situation stabilized. The attack was successful, as the British were victorious against the Egyptian army. The finances were stabilized, so British investors were paid their money. However, the British government was not able to leave Egypt. As critics pointed out in the problem (Handout 1), the situation in Egypt became more complicated for the British after they sent in their forces. Egyptians actively opposed the occupation of their country. Moreover, once the British were in Egypt, they felt compelled to secure the region to the south, the Sudan. They became involved in numerous military conflicts against native tribes and Muslims in the Sudan. British leaders started thinking about capturing the whole Nile River for British trade and control, which led to further conflicts.

Many historians point to the British decision to take over Egypt in 1882 as the turning point in the larger Scramble for Africa. Once Britain had taken over an area, according to this interpretation, other European countries began securing other areas, lest Britain or other powers take all of the "magnificent African cake." France, Belgium, Germany, Italy, Portugal, and Britain got into diplomatic disputes as each country scrambled to take control of different areas of the African continent. In 1876, European countries controlled less than 10 percent of the land area of Africa. After the scramble, in 1912, more than 90 percent of the continent had been taken over by European countries. In this "new imperialism," colonies were established under direct rule by each occupying country. The British decision in Egypt in 1882 had truly momentous consequences for Africa.

PROBLEM—KING LEOPOLD'S DECISION ON THE CONGO

Belgium in the Congo, 1877

1875 1880 1885 1890 1895 1900 1905 1910

Map 1

The year is 1877 and you are King Leopold II of Belgium. You have read about the great British explorer of Africa, David Livingstone, who died four years ago while on his last exploring mission. Before Livingstone's expeditions, Europeans occupied less than 10 percent of the land area of Africa. (See Map 1.) Few Europeans ventured inland throughout most of Africa because of the threats presented by desert, thick jungle, or malaria. Now, after the invention of quinine to treat malaria and the brave exploration of Livingstone and others, "Dark Africa" is open to European help. Livingstone—a deeply religious, saintly person—called for a great campaign against the slave trade in Africa. Britain and other European countries have outlawed the slave trade, but it nonetheless continues in East Africa, organized by Arabs and Swahili. Livingstone believed the slave trade was eating the heart out of Africa, bringing misery to millions of people. He wanted Europeans to stop the slave trade and bring three C's to Africa: Commerce, Christianity, and Civilization.

Henry Stanley, the American explorer who famously found Livingstone in the jungle to bring him supplies (and who uttered the legendary phrase, "Dr. Livingstone, I presume?"), also believes Europeans should bring the three C's to Africa, but in a more realistic way. He stated: "May I be

selected to succeed him [Livingstone] in opening up Africa to the shining light of Christianity! My methods, however, will not be Livingstone's. Each man has his own way. His, I think, had its defects, though the old man, personally, has been almost Christ-like for goodness, patience . . . and self-sacrifice. The selfish and wooden-headed world requires mastering, as well as a loving charity."

As King Leopold II, you personally have a great deal of money and therefore the capability to make a long-lasting impact on the world beyond Europe, specifically in Asia or Africa. The problem with Asia, however, is that all the land is part of sovereign Asian countries, such as Japan, or has already been claimed by other European countries. In Africa, on the other hand, there is a possible colony available in the Congo. If you could get the other European powers to agree to it, you could take the Congo as a new country. You could personally invest your millions of francs to help the people there, bringing them modern civilization. One of your advisers argues: "To open to civilization the only part of our globe where it has yet to penetrate, to pierce the darkness which envelops whole populations, it is, I dare to say, a crusade worthy of this century of progress."

In addition, the colony would bring prestige to Belgium, which would be overseeing the whole venture. The government of Belgium wouldn't be officially running the new Congolese state, since you will be the official leader. Rather, it would be supporting (through loans) and coordinating Belgian companies to modernize the Congo. Just like all the other European powers, Belgium would establish a reputation for being a powerful country and for helping others.

An added bonus to taking the Congo is that, along with helping improve the lives of the people living there, you will probably turn a profit on your investments. No one knows for sure, but according to several explorers of Africa, the Congo should be profitable. British Lieutenant Verney Cameron stated last year, after a three-year exploration of central Africa, "The interior is mostly a magnificent and healthy country of unspeakable richness. I have a small specimen of good coal; other minerals such as gold, copper, iron, and silver are abundant, and I am confident that with a wise and liberal (not lavish) expenditure of capital, one of the greatest systems of inland navigation in the world might be utilized, and from 30 to 36 months begin to repay any enterprising capitalist that might take the matter in hand." Last year, after exploring central Africa, the American Henry Stanley also said the Congo is full of valuable resources.

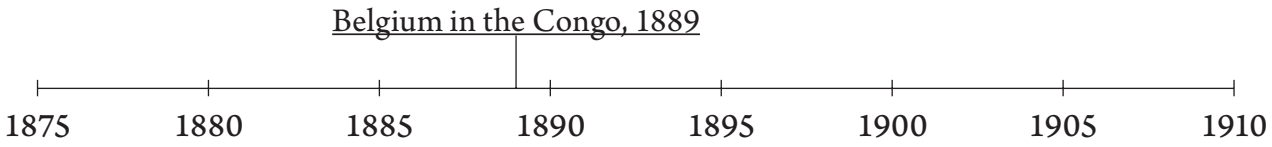
Some of your advisers don't support Belgium taking the Congo. They point out that Belgian businessmen think establishing colonies is a bad idea, because it wastes money that could be more productively used in Belgium. Critics also question the character of Henry Stanley. He was involved in a massacre in the Congo two years ago. In his own writing on the incident, he said he and his men killed thirty-three tribesmen and wounded 100. He said he wanted "to punish the Bumbireh (an African tribe) with the power of a father punishing a disobedient son." On the other hand, no one questions the motives of David Livingstone. British, French, and German explorers are opening up Africa to claims by various countries. Shouldn't Belgium get a share of the claims?

What will you do about the Congo?

A. Negotiate an agreement with the other European powers that the free state of the Congo will be set up under your personal guidance and protection, supported by the Belgian government. Belgian businesses, as well as businesses from other countries, will be given concessions (permission) to trade and conduct business in the Congo.

B. Stay out of the Congo. If businesses want to set up trading posts in the Congo, they can do it on their own.

PROBLEM—BRITISH AND BELGIAN DECISIONS ON THE CONGO



The year is 1889 and you are a delegate from Britain to the Anti-Slavery Conference held in Brussels, Belgium. King Leopold II is a wonderful host, putting on spectacular meals and lavish balls. At one point, the meeting hall was decorated with African spears and a massive flower arrangement which included four hundred elephant tusks. At the Berlin Conference four years ago, Germany, Britain, and other countries supported King Leopold in establishing the Congo Free State (Leopold chose Option A from Handout 3). The king's title is "King-Sovereign of the Congo Free State." Leopold is known as a great humanitarian. Henry Stanley praised Leopold in a speech at the conference, "[I]f royal greatness consists in the wisdom and goodness of a sovereign leading his people with the solicitude of a shepherd watching over his flock, then the greatest sovereign is your own [Leopold]."

Leopold explains that he is fighting hard against the slave trade in the Congo Free State. Now he wants to expand the fight by building roads, railroads, forts and steamboats to support soldiers to pursue the slavers. He is offering the Congo as a central front in the war against the slave trade in Africa. To finance the building of this infrastructure to stop the slave trade, the king is asking the conference to allow him to impose tariffs in the Congo. The tariffs are a tax on imports into the Congo, so they would provide Leopold with money to pay for the infrastructure. Britain, Germany, and the other countries agreed at the Berlin Conference to allow Leopold to take the Congo on the condition that he guarantees free trade there—meaning there would be no tariffs. Free trade allows equal access from all countries, decreases prices through competition, and improves the economy of all the trading partners, including the Congo. Tariffs restrict free trade, contradicting the agreement at the Berlin Conference and, according to advisers, hurting the economy.

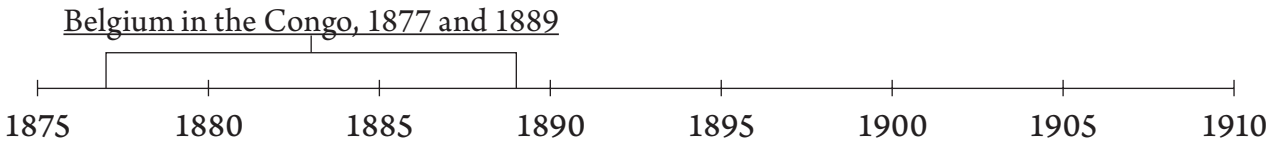
Leopold also wants a substantial interest-free loan (the equivalent of $125 million today) from the Belgian Parliament. In exchange, Leopold pledges that he will leave the Congo to Belgium when he dies.

What will you do about Leopold's requests?

A. Will you, as a British delegate, allow Leopold to levy import tariffs in the Congo to raise money to fight the slave traders? Explain your answer.

B. Will you, as a member of the Belgian Parliament, give Leopold the loan in exchange for Belgium being bequeathed the Congo in his will? Explain your answer.

OUTCOMES—DECISIONS ON THE CONGO



King Leopold decided to negotiate to set up the Congo as a free state under his guidance and protection (Option A, Handout 3). He secured the approval of the other countries at the Berlin Conference to establish the Congo Free State with himself as the ruler. The Congo is the only instance in the scramble for Africa of a colony being ruled by a single person. All the other colonies in Africa were ruled by countries.

The colony lost a huge amount of money up to the 1890s. The costs for everything— such as building the railroad, setting up farms, or transporting materials or products (such as ivory)—were extremely high. But the demand for the products, and therefore their price, was low. Money flowed out like a river. The king was near bankruptcy, having spent almost his entire fortune. That's when he came up with the idea of arguing that the Congo was a key to the anti-slavery crusade, as discussed in Handout 4. (The king did not mention that he was losing money and needed the revenue to keep the colony going. You and the other delegates had to figure that out.) By posing as the great humanitarian trying to stop the slave trade, the king was allowed to impose tariffs to collect revenue. (The delegates voted yes to Question A on Handout 4.) The delegates from the other countries fell for his humanitarian trick, apparently choosing to ignore Leopold's signature at the Berlin Conference pledging that he would allow free trade. He in fact had not allowed free trade from the beginning. Many of his treaties with the more than four hundred tribes gave exclusive trading rights to Belgian companies with those tribes, excluding the possibility of free trade.

More importantly, Leopold got the loan from the Belgian Parliament. (The members of Parliament also voted yes to Question B on Handout 4.) The king's pledge that he would give one of his countries (Congo) to his other country (Belgium) upon his death is one of the most dramatic examples of arrogance in history. The loan kept Leopold going as the ruler of the Congo and prevented bankruptcy into the early 1890s. At that point, the invention of the pneumatic rubber tire caused a dramatic increase in demand for rubber. As the demand for rubber shot up, Leopold made a fortune—six times his investments. So much money came in that Leopold built a new palace and Museum in Brussels, the Belgian capital.

Leopold's rule in the Congo was, despite his reputation as a humanitarian, one of the great holocausts in history. Historians estimate that, in the twenty-three years of Belgian rule in the Congo, ten million people died out of a total population of twenty million. First, thousands died

building the railroad through the jungle. Second, thousands of Africans died as porters, carrying provisions in the jungle. In 1891, for example, all three-hundred porters died in a forced march to set up a new trading post in the interior of the Congo. Most importantly, the system of forced labor wiped out whole villages. The Belgian companies taxed the tribes. Each person had to bring in a specific amount of rubber each month as a tax. One official estimated that to fill the rubber quota, Africans had to spend twenty-four days per month in the forest. Those who did not meet the rubber quota were killed or mutilated to send a message to others to work harder. So everyone worked to find rubber, which meant they were not working on getting food. Starvation was everywhere. The awful conditions are shown in testimony by eyewitnesses. Roger Casement, a British diplomat, took a boat into the rubber zone of the Congo in 1903 and asked people what had happened. In the village of Bolobo, the population had dropped from 40,000 to 1,000. The following excerpt from Casement's report about this expedition records his interview with the people of Bolobo. It begins with Casement asking why the people had abandoned their homes to work like slaves.

. . . . The people answered, "The rubber tax."

How does the government impose the "tax"?

(One man) From our country each village had to take twenty loads of rubber. . . . We had to take these loads in four times a month.

How much do you get paid for this?

(Whole group) We get no pay. We get nothing. . . . Our village got cloth and a little salt, but not the people who did the work. . . . It used to take ten days to get the twenty baskets of rubber—we were always in the forest to find the rubber vines, to go without food, and our women had to give up cultivating the fields and gardens. Then we starved. Wild beasts—the leopards—killed some of us while we were working away and others got lost or died from exposure or starvation and we begged the white men to leave us alone, saying we could get no more rubber, but the white men and their soldiers said: Go. You are only beasts yourselves. You are only Nyama [meat]. We tried, always going further into the forest, and when we failed and our rubber was short, the soldiers came to our towns and killed us. Many were shot, some had their ears cut off; others were tied up with ropes around their necks and bodies and taken away. The white men at the posts sometimes did not know of the bad things the soldiers did to us, but it was the white men who sent the soldiers to punish us for not bringing in enough rubber.

(An old man) We used to hunt elephants long ago and there were plenty in our forests, and we got much meat; but Bula Matari [the Congo State] killed the elephant hunters because they could not get rubber, and so we starved. We are sent out to get rubber, and when we come back with little rubber we are shot.

Source: Report by British diplomat Roger Casement, 1903. Quoted in Thomas Pakenham, *The Scramble for Africa*. New York: Random House, 1991, pp. 598–99.

A British diplomat reported in 1899 that "the soldiers were then landed [in the village], and commenced looting, taking all the chickens, grain, etc., out of the houses; after this they attacked the natives until they were able to seize their women; these women were kept as hostages until the Chief of the district brought in the required number of kilograms of rubber." Every company post in the Congo had a stockade for hostages, where food was scarce and women were routinely raped.

In order to implement the forced labor system, the government under Leopold set up its own private army. It was a combination of counter-guerrilla force, army of occupation, and police force for the businesses there. The Belgian officers recruited Africans into the police force by requiring a specific number of men from each tribe to sign up. The soldiers were told that for every bullet used, they had to show that they had killed someone. That proof came from cutting off and bringing in the right hand of each victim. The severed hands of victims became the symbol of the horror in the Congo.

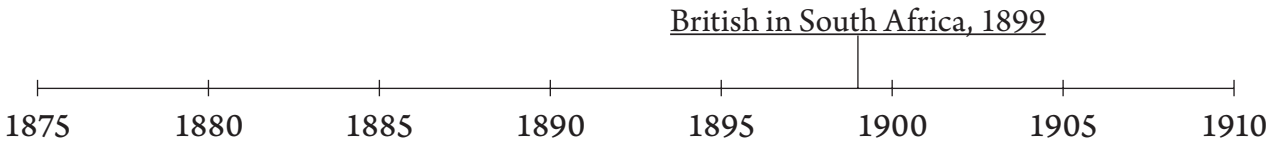
Africans in the Congo were not "enlightened" by Europeans bringing them commerce, civilization, and Christianity. Rather, they were destroyed by them. Leopold's "civilizing mission" in the Congo is one of the greatest examples of the destructive effects of imperialism. His main goal was not to help people, but to gain glory, power, and wealth for himself. He never set foot in the Congo, so he never witnessed the brutal murders and starvation and disease resulting from his policies. While he didn't see any of the 10 million people die first hand, he set up the situation that led to these massive deaths. For example, he had agents paid bonuses for bringing in more rubber. One agent made a bonus of eight times his salary. The lower the cost in the Congo, the higher the percentage the agent received. Therefore, the system was organized to encourage agents to force Africans to work for no pay. Leopold took the money and built the Museum of the Congo in Brussels that only showed how great his rule was. He never considered the African point of view.

To their credit, some Europeans worked tirelessly to end the forced labor system in the Congo. Among them were the African American George Washington Williams, and the British shipping clerk, Edmund Morel. These activists publicized the atrocities and turned public opinion against the Congo Free State. The British government responded with hearings and negotiations to end the forced labor system. However, it must be remembered that Britain and Germany had been the ones to grant Leopold the Congo in the first place. They had done this primarily to deny the Congo to France. The Congo was simply part of the Scramble for Africa, in which each European power tried to get the edge on the other great powers. African interests were never considered.

Leopold was clearly interested in power, wealth, and fame much more than humanitarian improvement for Africans. He stated that Belgium was too small for him; he wanted a grander empire. The Congo was just such a huge territory, being seventy-six times the size of Belgium itself. He said at one point, "I want to make sure I get a piece of the magnificent African cake." But Leopold's actions in the Congo also represent Europeans in general in Africa. Europeans, even with the purest of humanitarian motives, were undermined once they had power over

Africans and were undermined by racism against Africans. After all, Social Darwinist beliefs, in which some individuals and groups were believed to be superior and therefore deserved to be dominant, were widespread at this time. Leopold told an American reporter, "In dealing with a race composed of cannibals for thousands of years it is necessary to use methods which will best shake their idleness and make them realize the sanctity of work."

PROBLEM—THE BRITISH IN SOUTH AFRICA



The year is 1899 and you are a member of the British cabinet, meeting to make a decision about British policy in South Africa. Specifically, you have to decide what action to take, if any, with regard to the Boers in the Transvaal, a Boer Republic in South Africa. At this point, Britain controls Cape Colony and Natal in South Africa, while the Boers control the other two parts of South Africa, the Transvaal and the Orange Free State. When the British took over the coastal areas of Cape Colony and Natal in the early 1800s, the Dutch settlers moved their families inland—in what was referred to as the long trek—and established the Transvaal and Orange Free State. In the 1880s the British and Boers fought a war over control of the Transvaal. The Boers got the upper hand in the war after defeating the British army at Majuba, one of the worst defeats in British military history. As a result of this war, the Transvaal became a semi-independent country. The situation has lately gotten worse between the British and the Boers. The Dutch leader of the Transvaal, Paul Kruger, has prevented British people in the Transvaal (non-Dutch whites are known as Uitlanders, and 80 percent of them are British) from voting by requiring Uitlanders to live in the country for fourteen years before being able to vote. British people outnumber Boers in the Transvaal by about two-to-one, so if they could vote, the colony would likely become British. The Uitlanders have sent a petition to the queen asking that the British government help them get the right to vote. In addition, Uitlanders pay most of the taxes (possibly 90 percent) in the Transvaal. Since they can't vote, they can't stop the taxes. To complicate the situation further, a British Uitlander was killed by a Boer policeman a year ago and the policeman was given a light sentence. Uitlanders have protested in the Transvaal capital, saying that they lack the right to appeal to the courts and no voice in the government. They are asking for Britain's protection of their liberties. One of your advisers calls Kruger an "ignorant, dirty, and obstinate man." The British have negotiated with Kruger to lower the number of years required to vote, but the negotiations have failed.

A majority of the British public wants all of South Africa to be under British control. South Africa is on the vital trade route to India, so it must be secure. One adviser says that South Africa is the weak link in the British Empire. The British public thinks there has been too much compromising with the Boers. Though it is held by Britain, a majority of people in Cape Colony are Boers, so if the Boers keep tight control in the Transvaal and Orange Free State, they will be in a position to dominate all of South Africa. On the other hand, the British public is not in favor of war. They see that wars cost taxpayer money; they want strong action but not war.

The Rhodes Colossus: Caricature of Cecil John Rhodes, after he announced plans for a telegraph line and railroad from Cape Town to Cairo. By Edward Linley Sanbourne, December 10, 1892

There are diamond mines, discovered in 1867, in the Orange Free State and gold mines, discovered in 1886, in the Transvaal, so powerful business interests also want the British government to take charge of the situation. These are the largest diamond and gold mines in the world. The gold mines make the Transvaal one of the richest areas in all Africa, with railroads and other investments necessary to market these products. The country that controls the mines will surely be enriched. The Transvaal is getting richer and more powerful as the mines bring in more wealth every year and therefore gain more dominance over the Orange Free State, Natal, and Cape Colony. The British undersecretary of state at the Colonial Office wrote in 1896, "In a generation, the South African Republic [the Transvaal] will by its wealth and population dominate S. Africa." The longer the situation goes on like this, the more likely Transvaal will unite with the other three areas in a United States of South Africa under Boer domination. The Boers will control South Africa and the British will be ousted.

British mine owners strongly object to the Boer government-sponsored monopoly on dynamite in the Transvaal. The mining companies need large quantities of dynamite and having to buy it all from one seller increases costs by about £600,000 per year. One of those British mine owners is Cecil Rhodes, who is also the former prime minister of Cape Colony. He objects to the dynamite monopoly and to government control of railroads, which keeps shipping costs too high. Most importantly, the Transvaal government is preventing enough immigrants from coming in and filling the jobs necessary for the expanding mining operations. With a shortage of workers, wages are much too high, costing the mine companies millions of pounds. The mine owners think the Boer government is holding up the development of the gold mining industry.

Several members of the British cabinet want to send Kruger an ultimatum, in which Uitlanders would demand to be given the right to vote after they have lived in the Transvaal for one year

Illustration source: Public domain, via Wikimedia Commons

and the Boers would accept a new meeting to renegotiate the governments of the four parts of South Africa. The British expect this meeting to give dominance to Britain. In addition, the cabinet members want to give force to the ultimatum by sending 10,000 British soldiers to Natal. These cabinet members feel Kruger is bluffing. He has already backed down on several points in regard to Uitlander voting because he knows he's in a weak position. When he sees the British troops, he will agree to negotiate and Britain will get dominance. If he doesn't negotiate and decides to fight, the British will have enough troops to protect Natal before the main British force of 47,000 men arrives to crush the Boers.

Opponents of taking action argue that there is no evidence Kruger is bluffing. According to the British Intelligence Department, when he sees the 10,000 new British soldiers in Natal (there are already 5,000 British soldiers there), he will gather his 54,000 soldiers and attack. Opponents of action remind you that the Boers are tough fighters with modern weapons they bought from Germany, including artillery and machine guns. With a much larger army, the Boers will have the advantage. Why provoke a fight when the British are at a disadvantage?

Supporters of taking strong action counter that the Boers are no match for the discipline of the British army. While they defeated the British army at Majuba, that was eighteen years ago. In the meantime, the Boers have gone soft. They are not the same frontiersmen who fought nearly two decades ago. The British Intelligence Department reported that the Boers would be no match for the professionally trained British army. The international situation has also changed dramatically in the past year, giving a much more favorable position to the British. The victory of British forces in Egypt makes Britain clearly dominant in that part of Africa and frees up attention and resources for the crisis in South Africa. Meanwhile, the German kaiser, who had been a supporter of the Boer Transvaal government, has warned Kruger against risking war with Britain and stated that Germany will not get involved if there is war. Moreover, supporters of taking action emphasize that, given the situation in South Africa, war between the Boers and the British is inevitable. If we're going to fight, we should fight now, while we have a clear plan, a favorable international situation, and public support, if not for war, then at least for taking a stronger stand.

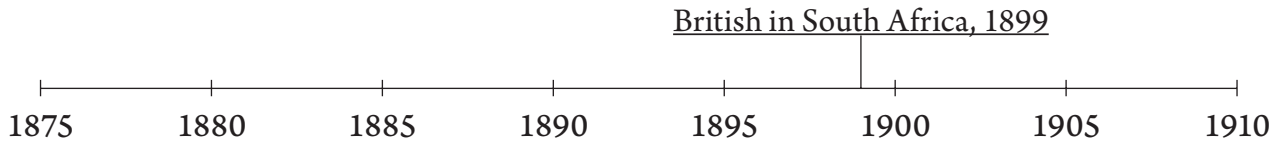
What action will you take on the Transvaal?

A. Send the ultimatum to Kruger demanding that he give the vote to Uitlanders who have lived in Transvaal for one year. Also, send the 10,000 troops to protect Natal and to back the ultimatum with a show of force.

B. Send the 10,000 troops to protect Natal first, and then send the ultimatum to Kruger only after the troops are in Natal.

C. Don't send the ultimatum or the troops. Keep negotiating.

OUTCOMES—THE BRITISH IN SOUTH AFRICA



The British cabinet decided to send the troops to Natal but not send the ultimatum until later (Option B). As predicted by the opponents of action, the Boers decided to attack, thus starting the Boer War. At first, the Boers scored victory after victory. They were armed with modern guns and they were highly motivated. They not only attacked Natal, but also Cape Colony. Many people in Britain realized that they had underestimated their enemy.

Eventually, the British got the upper hand, at which point the Boers switched to guerrilla warfare. The war dragged on for more than two years. The British burned the farms of Boer fighters and sympathizers and herded the civilian populations into "camps of refuge" (concentration camps) in order to isolate the Boer fighters. They also used torture and executions to get information needed to defeat the Boers. Humanitarians in Britain learned about the concentration camps and testified against this practice. Emily Hobhouse, an eyewitness to the camps, testified, "The wholesale burning of farms . . . the deportations . . . the burnt out population brought in by hundreds in convoys . . . deprived of clothes . . . the semi-starvation in the camps . . . the fever stricken children lying . . . upon the earth . . . the appalling mortality." The death rate in the concentration camps, due to exposure, malnutrition, and diseases such as typhus and dysentery, was estimated at 34 percent per year.

The most effective British strategy was to use barbed wire fences and blockhouses (military outposts) to prevent Boers from moving freely. As the British advanced, the territory controlled by the Boers diminished. The Boers, deprived of their homes, gave up and negotiated for semi-independence under the British. They insisted on and got an agreement that black Africans would not be able to vote. Thus, shared racism against Africans had helped bring about a peaceful settlement by Dutch and British whites. As one of the British leaders stated, "You have only to sacrifice 'the nigger' and the game [negotiating a settlement] is easy." The peace treaty that ended the Boer War set the precedent that whites could unite by discriminating against blacks, a precedent that led eventually to the policy of apartheid in South Africa in the 1940s.

PRIMARY SOURCE

AN AFRICAN WOMAN DESCRIBES BEING CAPTURED

This source is from an African woman named Ilanga describing her experience in eastern Congo. She told the story to Edgar Canisius, who recorded her account and had it published in the 1903 book *The Curse of Central Africa* by Guy Burrows. Canisius was an American who was a soldier in the army of King Leopold and who spoke the African dialect used by Ilanga. Later, Canisius compared Ilanga's story to information he gained from talking to the officer and soldiers who had captured her and concluded she had accurately portrayed what happened.

> Our village is called Waniendo, after our chief Niendo. . . . It is a large village near a small stream, and surrounded by large fields of *mohago* (cassava) and *nuhiudu* (maize) and other foods, for we all worked hard at our plantations, and always had plenty to eat.
>
> We never had war in our country, and the men had not many arms except knives
>
> We were all busy in the fields hoeing our plantations, for it was the rainy season, and the weeds sprang quickly up, when a runner came to the village saying that a large band of men was coming, that they all wore red caps and blue cloth, and carried guns and long knives, and that many white men were with them, the chief of whom was Kibalanga [the African name for a Force Publique officer named Oscar Michaux, who once received a Sword of Honor from Leopold's own hands]. Niendo at once called all the chief men to his house, while the drums were beaten to summon the people to the village. A long consultation was held, and finally we were all told to go quietly to the fields and bring in ground-nuts, plantains, and cassava for the warriors who were coming, and goats and fowls for the white men. The women all went with baskets and filled them, and then put them in the road. . . . Niendo thought that, by giving presents of much food, he would induce the strangers to pass on without harming us. And so it proved.
>
> When the white men and their warriors had gone, we went again to our work, and were hoping that they would not return; but this they did in a very short time. As before, we brought in great heaps of food; but this time Kibalanga did not move away directly, but camped near our village, and his soldiers came and stole all our fowls and goats and tore up our cassava; but we did not mind that as long as they did not harm us. The next morning soon after the sun rose over the hill, a large band of soldiers came into the village, and we all went into the houses and sat down. We were not long seated when the soldiers came rushing in shouting, and threatening Niendo with their guns. They rushed into the houses and dragged the people out, three or four came to our house and caught hold of me, also my husband Oleka and my sister Katinga. We were dragged into the road, and were tied together with cords about our necks, so that we could not escape. We were all crying, for now we knew that we were to be taken away to be slaves. The soldiers beat us with the iron sticks from their

guns, and compelled us to march to the camp of Kibalanga, who ordered the women he tied up separately, ten to each cord, and the men in the same way. When we were all collected—and there were many from other villages whom we now saw, and many from Waniendo—the soldiers brought baskets of food for us to carry, in some of which was smoked human flesh. . . .

We then set off marching very quickly. My sister Katinga had her baby in her arms, and was not compelled to carry a basket; but my husband Oleka was made to carry a goat. We marched until the afternoon, when we camped near a stream, where we were glad to drink, for we were much athirst. We had nothing to eat, for the soldiers would give us nothing. . . . The next day we continued the march, and when we camped at noon were given some maize and plantains, which were gathered near a village from which the people had run away. So it continued each day until the fifth day, when the soldiers took my sister's baby and threw it in the grass, leaving it to die, and made her carry some cooking pots which they found in the deserted village. On the sixth day we became very weak from lack of food and from constant marching and sleeping in the damp grass, and my husband, who marched behind us with the goat, could not stand up longer, and so he sat down beside the path and refused to walk more. The soldiers beat him, but still he refused to move. Then one of them struck him on the head with the end of his gun, and he fell upon the ground. One of the soldiers caught the goat, while two or three others stuck the long knives they put on the ends of their guns into my husband. I saw the blood spurt out, and then saw him no more, for we passed over the brow of a hill and he was out of sight. Many of the young men were killed the same way, and many babies thrown into the grass to die. . . . After marching ten days we came to the great water . . . and were taken in canoes across to the white men's town at Nyangwe.

Source: Hochschild, Adam. *King Leopold's Ghost*. New York: Houghton Mifflin, 1998, pp. 131–33.

QUESTIONS FOR ANALYSIS

1. Was it a good decision to put out food for the soldiers, or would it have been better to fight?
2. Why would the soldiers force people to carry things such a long distance?
3. How reliable is Ilanga as a source?

ANSWERS TO QUESTIONS ON SOUTH AFRICA

Why Is the British Public Supportive of Action against the Boers?

British leaders who favor action have played up the mistreatment of British Uitlanders. Stories have been published in the newspapers about discrimination against Uitlanders, especially about the fact that they are not allowed to vote. The two main newspapers in London get most of their information from newspapers in South Africa, all of which are either owned or heavily influenced by the gold mine owners. The lead negotiator for the British, Sir Edward Milner, has close ties with the editors of the papers in South Africa and with the editor of one of the main papers in London. One member of the British Parliament says that the newspapers are like the yellow press in America, printing propaganda on behalf of the government and the mine owners. Therefore, the public may have been stirred up for action by the government and by the owners of the gold mines in the Transvaal. The British government has made public a blue book [official report] of evidence of how Uitlanders have been mistreated and are asking for British intervention to protect them. The newspapers then reprinted parts of the blue book, or printed summaries of it, or ran editorials in favor of its arguments. The editor of the *Times* of London stated last month that public opinion had swung in favor of implementing a strong policy against the Boer government of the Transvaal. However, while the British people are coming around to support action against the Boers, they also prefer to avoid war. Several British officials feel that public support for war is doubtful. One British leader has stated that war will almost certainly be unpopular with the British public, especially if the war drags on for more than a few months.

What Is the Background of the Conflict between Boers and the British?

As mentioned in the problem, the British drove the Boers out of Cape Colony in the early 1800s and the Boers trekked inland to found the Orange Free State and Transvaal. In 1880, the British decided not to negotiate with the Boers, a decision which led to war. After the British defeat at the Battle of Majuba, the British negotiated and gave semi-independence to the Transvaal and the Orange Free State. The British could intervene in certain circumstances. There have been diamond mines for decades in South Africa, but in 1886, gold was discovered there, also. Naturally, there was a gold rush as people moved to South Africa to get rich. These gold diggers, mostly British, are the Uitlanders. They have flooded the Transvaal and the Orange Free State, outnumbering the Boers and threatening their rule of the two areas. In 1894 the Boers completed a railroad from the gold mines to an ocean port in a Portuguese colony, thus reducing miners' dependence on British railroads to Cape Colony. The Transvaal is now much richer than the Cape Colony.

Four years ago, in 1895, British businessman Cecil Rhodes organized an attack (known as the Jameson Raid) on the Transvaal that was intended to spark a general rebellion against the government there. The rebellion never materialized and the attack was crushed. The Boer

leadership in the Transvaal believes, based on the Jameson Raid and the close ties between British leaders and Cecil Rhodes, that Britain wants to take over the Transvaal and the Orange Free State. Meanwhile, Paul Kruger—who prevented Uitlanders from voting—was reelected to the Transvaal government in 1898. British leaders believe that increasing Boer power in the Transvaal will lead them to wrest control of all of South Africa away from Britain.

How Popular Is Kruger in the Transvaal?

Very popular. He just easily won the election in the Transvaal last year, getting over 70 percent of the vote. He wasn't very popular before the Jameson Raid in 1895. The British-sponsored raid showed that the British were out to overthrow the Boer government and served to unite all the various groups of Boers behind Kruger.

Why Have Negotiations Failed?

The following is a summary of what happened in negotiations. The Transvaal required fourteen years of residency for Uitlanders to be able to vote. The British leader, Sir Alfred Milner, asked them to reduce the requirement to five years and to give the mining districts, where many of the Uitlanders lived, seven new seats in the legislature. At a negotiating conference in May, Kruger (the Boer leader) countered by proposing that seven years of residency be required before voting rights were given, that in order to vote Uitlanders give up British citizenship and become citizens only of the Transvaal, and that five new seats be added to the legislature for the mining districts. Milner rejected Kruger's proposal and ended the conference. In July, the legislature of the Transvaal approved a law allowing Uitlanders to vote after seven years and still keep their other citizenship, and giving four new seats for the mining districts. Milner responded by saying there should be a Joint British-Boer Enquiry to examine the new law to see if it met the need for reform of voting policies. This enquiry would violate the Transvaal's independence, since British officials would be directly involved with voting rules inside the Transvaal. In August, Transvaal leaders proposed allowing Uitlanders to vote after five years and giving eight new seats for the mining districts (giving them ten seats in all, out of the twenty-six seats in the legislature). In exchange, they asked that Britain respect the Transvaal's independence and drop the proposal for a joint enquiry on the vote. The British countered that they would not agree to outright independence for the Transvaal, but they would drop the request for a joint enquiry. One of the British leaders stated that the key issue was not the vote for Uitlanders, but "the maintenance of our [Britain's] position in South Africa."

What Is Kruger's Point of View on This Conflict Situation?

Kruger was asked in 1897 why he wouldn't give the Uitlanders the vote and thereby gain a more contented population. He responded: "The discontented people will not be satisfied until they have my country. If I give them the franchise they may ask the Chartered people [i.e., Rhodes] to rule over them. . . . Don't be under the delusion that any concessions that I can make will

ever satisfy the enemies of my country." Kruger's main goal is independence for the Transvaal. He has compromised on the vote (even though he said at one point that he would give nothing to the Uitlanders), but he will not compromise on Britain having control over the Transvaal. He thinks British leaders raised the issues of the vote, dynamite, and railroad rates as an excuse to force a crisis and gain dominance over the Transvaal and then over all of South Africa. He is a religious man who believes his cause is justified. If there is war, he believes God will be on the side of the Boers.

How Do British Mine Owners and Uitlanders Feel about the Situation in the Transvaal?

Some views held by mine owners are outlined in the problem. The owners feel squeezed by the dynamite monopoly and high shipping costs. They also stated publicly that they support the Uitlanders' right to vote in the Transvaal. Several mine owners are actively supporting a strong British policy to take control of the situation in the Transvaal. They believe British control will reduce their costs, mostly by allowing more workers, both black and white, into the gold fields. British control will also end the costly monopoly on dynamite that keeps prices for dynamite artificially high, and reduce shipping charges on railroads. On the other hand, the companies are making a great deal of money in 1899. Most owners are hoping that a political settlement can be reached with Kruger. One mine owner stated, "I may say that we are by no means ill disposed toward Kruger. We wish he could establish an honest executive . . . but we don't think . . . that we are working under a crushing tyranny." The owners worry about the costs of war. Their business would be interrupted by war, and the mines would probably be damaged by fighting and neglect. The whole region would be hurt economically by war. Trade would stop and workers would lose their jobs. If there is a war, the mine owners are hoping it will be short. On the other hand, war will most likely improve the situation in the long run. The mine owners are assuming the British will win, which would bring more favorable business conditions.

Uitlanders are also divided over the question of going to war. Most Uitlanders would be happy to have Britain controlling the Transvaal, assuming Britain wins the war. However, war will probably hurt Uitlanders economically. They came to the Transvaal looking for work; war will send them home unemployed. Uitlanders don't like being discriminated against in terms of voting, but many of them aren't that interested in voting. Therefore, many aren't convinced that war is necessary. Given all these conflicting views, it's difficult to judge just how most Uitlanders feel about war.

How Reliable Is the Intelligence on the Strength of the Boers?

The opponents of taking strong action believe the intelligence is unreliable. They think the British Intelligence Office has underestimated the strength of the Boers in terms of the new weapons they possess and the extent of their morale to defend their homeland. Also, several British generals oppose war. The former commander of British forces in South Africa told the War Office in London that "war would be the greatest calamity that ever occurred in South Africa."

LESSON 7: THE SINO-JAPANESE DISPUTE OVER KOREA, 1894

Teacher's Guide

INTRODUCTION

Overview

The Sino-Japanese War was a watershed event for both China and Japan. For China, the humiliation of the war made it incontrovertibly clear that the country needed to modernize. For Japan, the fruits of the modernization program implemented during the Meiji period had paid off. The war put Japan more firmly on the path of expansionism. Asia in general was affected, as two Asian countries squabbled over a third (Korea) and Japan's more modern, exploitative version of suzerainty succeeded where China's old-world tributary model failed. In this lesson, students get the opportunity to see if it would have been possible for China to avoid war or for Japan to avoid attacking China.

Vocabulary

- Tributary state—country that is dependent on another country and has to pay money to it as a tribute
- Opium War—British defeat of China in a war fought to maintain the opium trade in China
- Unequal treaties—treaties where one side makes all the concessions under threat of force
- Taiping Rebellion—revolt in China in which tens of millions died
- Han Chinese —ethnic group that makes up the majority of Chinese people
- Meiji Restoration—period after the overthrow of the shogun in which the emperor was restored as the leader of Japan
- Captain Mahan—American naval leader and writer
- Liaodong Peninsula—area in Manchuria captured by the Japanese
- Treaty of Shimonoseki—treaty that ended the Sino-Japanese War but was a humiliation for China
- Triple Intervention—note to the Japanese sent by three major European powers recommending that they not keep the Liaodong Peninsula
- Trans-Siberian Railroad—railroad to connect European Russia with Asian Russia
- Boxer Rebellion—uprising in China from 1899 to 1901 against foreign control

Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Identify assumptions, emotions
- Generate realistic goals
- Predict unintended consequences
- Play out the options

LESSON PLAN A: IN-DEPTH LESSON *(Two 40 minute classes)*

Procedure

Distribute Handout 1 and have students decide individually which of the three choices they will make as a leader in China. Then have them pair up and discuss their decisions and reasons. Circulate around the room to answer questions or clear up misunderstandings. Bring the class together, conduct a preliminary vote, and discuss reasons for and against the various choices. Have students explain why they picked the option they chose. Then have the class re-vote.

Next, distribute Handout 2 and have students decide individually which of the three choices they will make as a leader in Japan. Repeat the steps outlined above for Handout 1. Ask students if, seeing the crisis in Korea from the Japanese point of view, they would now change the decision they made in Handout 1. After this discussion, distribute the outcomes of this diplomatic conflict over Korea found in Handout 3, and have students comment on those outcomes. Did anything surprise students? How did their decision-making compare to the decision-making of the actual people in history? After discussing these questions, tell students that they are to answer, individually, the question under Problem—Japanese Demands: What will they, as the Japanese, demand from China in the peace treaty ending the war? Have students pair up and discuss their decisions. Bring the class together, have them vote, and discuss the pros and cons of each choice.

Pass out Handout 4, showing the outcomes of the peace treaty, and discuss the demands the Japanese made compared to the ones the students made. After the discussion, call attention to the note the Japanese received from three European powers warning them to relinquish control over the Liaodong Peninsula and return it to China. What will students do about this note? Discuss the pros and cons. Distribute Handout 5, which informs students that Japan accepted the note and challenges students to brainstorm possible effects of the war. Cue students to think in terms of ESP (economic, social, political) in generating effects. For homework, they will read the effects listed in Handout 6. How well did the class do in guessing effects compared to the list in Handout 6? What are the obstacles to anticipating effects? Students will now answer the questions at the end of Handout 6, under "You Be the Historian." Suggested answers:

1. What were the two or three most important causes of the Sino-Japanese War of 1894–1895? (Student views on the main causes of the war will vary.)

2. Was the war caused more by the decisions made by individuals (or small groups), or was it caused more by the influence of underlying historical forces? (Some students will argue that individuals, such as the leader of China's foreign policy or the leader of Japan's foreign policy, were vital to the decisions in this event. Others will argue that historical forces were key. China's weakness and Japan's increasing strength created an imbalanced situation in which Japan was pushing for open conflict.)

3. Why was the Sino-Japanese War significant? (The Sino-Japanese War was very significant because it had profound effects on China and Japan, as well as Korea and other Asian countries, as shown in Handout 6.)

Option—Primary Source: Have students read Handout 7, Sun Yat-sen's Reform Proposal, and answer the questions for analysis. Suggested answers:

1. What does Sun Yat-sen propose that China should do to compete with the West? (He is arguing that, in order for China to modernize and resist Western imperialism, these four Western ideas about utilizing people, resources, objects, and merchandise are more important than having modern weapons in China; the emphasis is on the Western ideas behind technology rather than the technology itself.)

2. How do you think European countries develop talents better, utilize land better, get objects to function better, and circulate merchandise better? (Answers will vary, but Sun might be pointing to Western institutions, such as public education and free markets as important to modernization in the sense that they develop human potential and utilize resources more efficiently than the bureaucratic system in China.)

3. Why is the example of Japan important to China? (Japan's example shows that non-Western countries can achieve modernization by adopting the four ideas that Sun Yat-sen suggests.)

4. How reliable is this document as a source? (Sun Yat-sen's proposals are a primary source presenting one person's reform suggestions. He seems sincere in his arguments, but he may be exaggerating. He is, after all, trying to persuade this leader to change policies. Although his views were widespread among reformers, especially among Chinese who had studied or lived abroad, some reformers opposed his policies, embracing the slogan, "Western science/Eastern philosophy." Therefore, we have to be careful not to generalize and assume that his views represent those of reformers in general.)

You could also have students analyze the political cartoon at the end of Handout 7.

Option—Virtual Field Trip: Among the major factors in the Sino-Japanese War were the perceptions the Japanese and Chinese had of each other. Some Japanese perceptions of themselves and of the Chinese are depicted in an online exhibit by MIT entitled "Throwing Off Asia II: Woodblock Prints of the Sino-Japanese War." You might want to have students take a field trip

through this exhibit and then discuss perceptions. The exhibit is available at http://ocw.mit.edu/ans7870/21f/21f.027/throwing_off_asia_02/index.html.

Reflecting on Decision Making

Ask students how well they did with their decision making on this problem. Which decision-making skills were especially important in making these decisions about the Sino-Japanese War? Which of the letters of **P-A-G-E** applied especially to this problem? (See the Decision-Making Analysis section below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis of decision making. Discuss their answers.

Putting the Actual Decisions into Historical Context

The historical context is addressed partly in the problem descriptions in Handouts 1 and 2. You could supplement this specific context by asking questions about context in the world in general: What was going on in the world in the late 1800s that might have been relevant to the crisis in Korea? (Possible answers: Industrialization and modernization in Europe and the United States; imperialism in Africa; improved communication and transportation; increasing life expectancy in general.)

Connecting to Today

Based on the crisis in Korea in 1894, what advice would you give the leader of a weak country about how to handle conflicting demands made by two stronger neighboring countries?

Troubleshooting

A possible difficulty for students may arise from the complicated nature of the whole problem. There is an extensive historical background to the original problem—two different points of view, the events of the war, the peace treaty, and the Triple Intervention. Students might be helped by filling in a time line of key events and by you reviewing key information before students make decisions.

LESSON PLAN B. QUICK MOTIVATOR LESSON *(30 minutes)*

Focus only on the causes of the war. Give Handouts 1 and 2 for homework and have students make their decisions as China and Japan. In class, ask for a show of hands for and against the various options for China (Handout 1). Discuss reasons for five minutes. Repeat this process for Japan (Handout 2). Distribute Handouts 3 and 6 with the short-term and long-term outcomes and have students write their reactions for homework.

Teacher Notes to Expand Discussion

(For outcomes for students, see Handouts 3–6)

In the Treaty of Shimonoseki, the actual agreement stated that the Chinese would pay the indemnity in seven payments over six years. The Japanese would occupy the naval base at Weihaiwei until two payments were made in one year's time. The treaty stated that the naval base would be evacuated by the Japanese, "provided the Chinese Government consents to pledge, under suitable and sufficient arrangements, the Customs revenue of China as security for the payment of the principal and interest of the remaining installments of the said indemnity. In the event that no such arrangements are concluded, such evacuation shall only take place upon the payment of the final installment of said indemnity." Since this provision is so complicated and since the Japanese continued to occupy Weihaiwei until the full payment was made, it was simplified in Handout 3 to state that the Japanese would occupy Weihaiwei until the indemnity was paid off.

A Chinese negotiator at the Treaty of Shimonoseki was wounded in an attack by a Japanese assassin. Japanese leaders were embarrassed by the incident, and decided to moderate their demands on the Chinese.

Decision-Making Analysis:

P = Problem

Identify any underlying problem(s).

* **Consider other points of view.**

What are my assumptions? Emotions?

A = Ask for information (about)

Historical context (history of this issue; context in the world)

Reliability of sources

Historical analogies

G = Goals

What are my main goals? Are they realistic?

Generate options to help achieve these goals. Are they ethical?

E = Effects

* **Predict unintended consequences.**

Play out the options: what could go wrong?

*Denotes topics emphasized in this lesson. The bold items are skills involved in the lesson.

- **Identify any underlying problem(s):** The major underlying problem the Chinese faced was their military weakness compared to the Japanese. Without this underlying problem, the crisis in Korea might have gone very differently.

- **Consider other points of view:** The lesson is set up so students see the problem from the Chinese point of view and then the same problem from the Japanese point of view.

- **Consider assumptions and emotions:** Among the major factors in the Sino-Japanese War was the perceptions the Japanese and Chinese had of each other. As mentioned above, some Japanese perceptions of themselves and of the Chinese are depicted in an online exhibit by MIT entitled "Throwing Off Asia II: Woodblock Prints of the Sino-Japanese War." The exhibit is available at http://ocw.mit.edu/ans7870/21f/21f.027/throwing_off_asia_02/index.html.

  Some of the arguments made by Chinese purists (Handout 1) and Japanese hardliners show a great deal of emotion. Both sides were concerned about being humiliated. Students are unlikely to be as emotional as the Chinese and Japanese were in the actual event. However, emotions will still play a role. Ask them to think about what emotions they are feeling as they decide. Confidence? Defeatism? Resignation?

- **Identify realistic goals:** Students should consider whether it is realistic to keep China out of war with Japan. Is that even possible? If not, what is the best approach for China?

- **Play out the options:** In each of the three situations, students should play out the option to see how it might go in the short run. For example, as the Chinese, students should ask military leaders about these problems with ammunition for the navy. How will the battles go if the Chinese ships are low on ammunition? As the Japanese, students should ask, for example, how people in Japan will feel if their leaders capitulate to the Triple Intervention?

- **Predict unintended consequences:** Extensive consequences are outlined in Handout 6. How well did students do in anticipating these effects?

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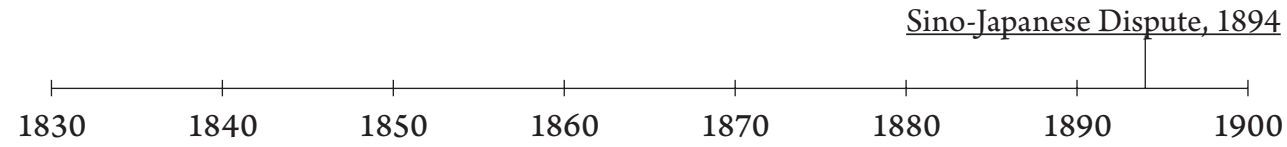
LESSON 7: SINO-JAPANESE DISPUTE OVER KOREA, 1894

VOCABULARY

- Tributary state—country that is dependent on another country and has to pay money to it as a tribute
- Opium War—British defeat of China in a war fought to maintain the opium trade in China
- Unequal treaties—treaties where one side makes all the concessions under threat of force
- Taiping Rebellion—revolt in China in which tens of millions died
- Han Chinese—ethnic group that makes up the majority of Chinese people
- Meiji Restoration—period after the overthrow of the shogun in which the emperor was restored as the leader of Japan
- Captain Mahan—American naval leader and writer
- Liaodong Peninsula—area in Manchuria captured by the Japanese
- Treaty of Shimonoseki—treaty that ended the Sino-Japanese War but was a humiliation for China
- Triple Intervention—note to the Japanese sent by three major European powers recommending they not keep the Liaodong Peninsula
- Trans-Siberian Railroad—railroad to connect European Russia with Asian Russia
- Boxer Rebellion—uprising in China in 1900 against foreign control

PROBLEM—CHINESE DECISION ON KOREA



The year is 1894 and you are a leader in China. Your country faces some difficult choices regarding Korea. There is a rebellion in Korea against their government and against foreigners (mainly Japanese), which is causing concern in both China and Japan. China and Japan agreed nine years ago that neither country would interfere in Korea without notifying the other country. Currently, the two countries are discussing what to do about Korea. The Japanese are demanding an end to the rebellion, suggesting that they want to send in troops to crush it. Meanwhile, since the Korean government is weak, its leaders have asked the Chinese government to send troops to help them defeat the rebellion. From the Chinese perspective, this request is normal because Korea is a tributary (dependent) country to China. Over the past twenty years, Japan has made repeated attempts to gain the upper hand in Korea by threatening Korea with military action and by supporting groups that oppose the Korean government. Each time, China has maintained its dominant position, partly by using the threat of force. If China sends troops now, however, Japan may use that decision as an excuse to send in a large number of troops and basically take over Korea. Chinese leaders must decide whether to keep negotiating with Japan or to send troops to help the Korean government against the rebels and try to keep some military power in Korea against the Japanese threat.

The problem with this is that China is very weak. For fifty years, China has suffered many tragedies and humiliations. In the Opium Wars, Britain easily defeated Chinese military forces and forced unequal treaties on China. The Taiping Rebellion in the 1850s and 1860s caused millions of deaths and great losses to property and trade. In the 1880s, the French navy shelled coastal areas of China during a war over Vietnam. Li Hongzhang, one of China's foremost leaders, and others argued that China needed to modernize by improving education, studying modern technology, reorganizing the military, building modern weapons factories, and building railroads and telegraph lines throughout China. Despite these arguments, reforms have only been implemented on a small scale. The Chinese army thus has some modern equipment, but needs much more to fight against the Japanese. Most Chinese have a very poor opinion of soldiers, so only those with few other options enter the military. Unfortunately, the soldiers often mistreat civilians—stealing food at gunpoint—which causes further negative views of the army. The weaknesses in morale are compounded by problems in getting a large number of soldiers to Korea (there are some there now). Finally, there is no railroad to Korea, so the soldiers will have to march hundreds of miles.

The Chinese army is not actually one fighting force. Rather, it is a collection of regional forces, each one independent of the others. So, for example, the soldiers from the Shanghai area are fighting mostly for Shanghai, not for China. They take orders from their own region's commander, not from a national commander. This disunity is a reflection of the divided government. China is ruled by Manchus, people from Manchuria. The main Chinese group, called Han Chinese, have some resentment against the foreign control of their country, and are unlikely to fight hard to keep the Manchus in power. Japan has a regular army of 50,000 well-trained, well supplied troops. On paper, China's army is larger, but many soldiers are useless for fighting. Only about 20,000 are ready for battle. Moreover, unlike Japan, China doesn't have a modern system of banking or taxation, so it will be difficult to raise the money necessary to fight the war on a large scale.

On the other hand, the navy has some modern ships. China's two battleships are stronger than any ships the Japanese have. If the Chinese navy can defeat the Japanese fleet, the war will be over, because then Japan will not be able to transport soldiers to Korea. Unfortunately, other Chinese ships are not as modern as the two battleships, and there is also a lack of supplies on the ships, especially ammunition. The Japanese have many more modern ships, which are smaller and faster than the two Chinese battleships. Finally, and possibly most importantly, Japanese sailors have much higher morale than Chinese sailors and they work together better as a unified fleet than do the Chinese.

The European powers—Britain, France, Germany, and Russia—are watching what happens between China and Japan. If China doesn't take a stand against Japan, the European powers might also make demands on China. The Russians, especially, are demanding that the Chinese allow them to build a railroad through Manchuria to their port on the Pacific, Vladivostok.

Most Chinese think the Japanese could not possibly beat China in a war. Japan is a small island nation, while China, is the center of civilization. China has a much larger population and has always been stronger than other nations in Asia. Chinese people refer to the Japanese as dwarfs. Some Chinese leaders, part of the purist party, want no compromise with foreign powers over Korea, because it means giving up civilization for "barbarian habits."

So, you must decide what to do. One option is to rely mainly on negotiations to settle the situation peacefully. Negotiating is better than losing a war. However, if China doesn't stand up to Japanese attempts to dominate Korea, China will lose "face" because everyone knows Korea is a tributary of China—the humiliation will make China look even weaker than it already does. A second option is to send Chinese soldiers to Korea to help the Koreans put down the rebellion and to show the Japanese that China will stand up to them. If China negotiates from this position of strength, the Japanese may decide to settle peacefully, as they have done twice before. A third option is to send Chinese troops to Korea with the intention of fighting the Japanese. The Japanese are clearly trying to dominate Korea, so perhaps China should force them to stop. A war might have the advantage of uniting all the Chinese against a common enemy.

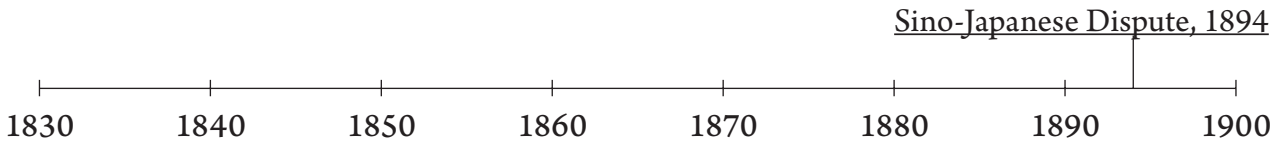
Which will you do?

A. Keep negotiating—don't send Chinese soldiers to Korea

B. Send army to Korea to put down rebellion and then negotiate with the Japanese from a position of strength

C. Send an army to Korea to fight the Japanese

PROBLEM—JAPANESE DECISION ON KOREA



The year is 1894 and you are a leader in Japan. There is trouble in Korea. Since 1876, Japanese influence in Korea has expanded. Japanese traders in treaty ports dominate Korean foreign trade. Japanese leaders have supported Korean reformers in favor of modernization. In opposition, conservative groups in the Korean government that are opposed to modernization are supported by Chinese leaders in Korea. In 1885, the Japanese signed a treaty with China over Korea in which each side agreed to withdraw its soldiers from Korea and not send any more without notifying the other country. This weakened China's hold over Korea, but it also weakened Japan's control over Korea in a humiliating loss of "face." Japanese leaders, forced to agree to the treaty due to military weakness, resolved that the next time there was a crisis, Japan would be better prepared militarily. This time, Japan is prepared.

Since it is located just a few miles from Japan, an unstable Korea is a threat to Japanese security. As several of your advisers have stated, "Korea points like a dagger at the heart of Japan." A European power may move in and dominate Korea, setting up military bases that would be a strategic threat to Japan. Chinese weakness is obvious to all countries, so European powers may decide they can take power in Korea (where China had been in control). In addition, foreign control of Korea would likely result in a loss of vital Japanese trade with Korea. Russia is a particular threat to Japan, as the Russians have been expanding into Manchuria, the area of China right next to Korea. Russia has been building a railroad to its port on the Pacific Ocean, and has been demanding Chinese land in Manchuria. In one treaty alone, China gave Russia land equal in size to the total area of Japan itself. It might be best for Japan to fight and take control of Korea now, before the railroad is finished. After it is completed, Russia will be able to bring in many more soldiers to Manchuria to threaten Korea.

Now might be a good time to finally gain dominance over Korea in order to bring about stability. The Koreans cannot stop the Japanese, and the Chinese—although they have a large population—do not have a modern army. Many of their soldiers do not have modern weapons, their morale is low, and they are not unified as one army. If the Chinese choose to fight, they will be at a very big disadvantage. On the other hand, while the Chinese army is weak, its navy is strong. Although the Chinese navy isn't united, its northern fleet has two modern battleships which are stronger than any Japanese ships. Japanese naval commanders nevertheless feel the Japanese fleet can outmaneuver the slower Chinese fleet and neutralize the two battleships.

Since 1853, when Commodore Perry sailed into Edo (Tokyo) Bay, Japan has been confronted with the power of Western countries' modern weapons. Japanese leaders decided not to fight Westerners right away, but to modernize first. During the Meiji Restoration, the whole of Japanese society was revolutionized, causing great disruption to many people. Among other reforms, feudal lands were broken up, elementary education became a requirement, a military draft was started (ending the idea of fighting as something only samurai were allowed to do), a constitution was written, and a representative government was established. As difficult as it was for many people, the country modernized. Japan has a modern army, with rifles and artillery instead of swords, and a modern navy, with steam ships instead of sailing ships. Japanese military leaders have read Captain Mahan's book, *The Influence of Sea Power upon History*. An American naval officer stated that Japanese naval leaders "have been faithful students of the American naval historian, Captain Mahan." The Japanese military has played war games on a fight in Korea, and in each game has easily defeated the Chinese side. In addition, the Japanese military has cracked the Chinese code, so they know all the Chinese plans for war. With such a modern military and the other advantages stated above, Japan will surely defeat China, achieving dominance over Korea and admiration from other countries.

A victory in war will show other Asian countries that the Japanese are fully modernized. It will show other Asian countries the road to independence from European powers. That is, they must modernize or be swallowed up by stronger countries. A victory will also show European powers that they need to respect Japan. The Japanese will gain "face" by dominating Korea the way the United States dominated Japan. The Russians in particular will see the strength of Japan and take a more moderate view of expansion in Asia. Britain, France, and Germany will also have to factor Japan into their calculations. Many people around the world think China will win a war against Japan. A Japanese victory will change that perception and gain respect for Japan.

A war will also unite the Japanese people as a nation. Japan has had elections for only four years and only a small percentage of the population can vote, so the society is still just learning how to hold elections. The elections in 1892 were marked by violence and corruption. The Japanese press and public have been very critical of the fact that the government has not resolved the unstable situation in Korea. *The Japan Weekly Mail* stated, "Korea has been an impossibility for the past thirteen years; a perpetual menace to the peace of the Far East. Japan is geographically forbidden to regard the fate of the peninsula with indifference. She cannot allow it to fall into the hands of a great and growing power." Once war starts, criticism of the government will ebb away among the press and among the people. The Japanese people will put aside their differences in order to defeat the common enemy.

It looks like there are three basic choices regarding the dispute in Korea. One option is to help stabilize the country. The Japanese could send in forces to work with the Chinese forces to get the situation calmed down. In that scenario, Japan would negotiate and cooperate with China. A second option is to send in a large Japanese force, stabilize the situation, and then leave. This action will achieve Japan's security concerns in Korea, show China and Russia that Japan is

serious about maintaining a stable Korea, and avoid losing "face" over Korea. A third alternative is to provoke a war. Japan would send in a large military force to Korea and make demands of the Chinese that they cannot possibly meet. The Chinese are weak, so according to your military advisers, they will be easily defeated. Winning the war will bring the benefits outlined above.

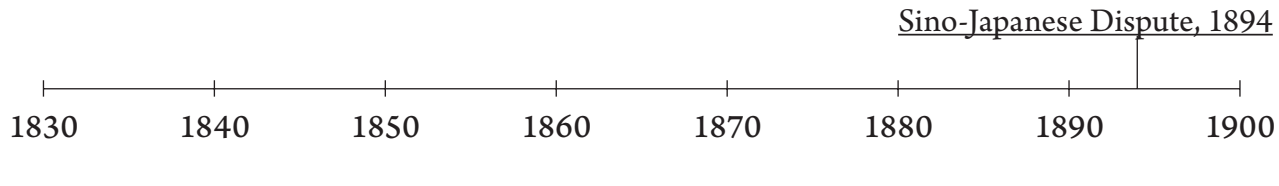
Which will you do?

A. Cooperate with Chinese forces to stabilize Korea

B. Send an army to stabilize Korea and then leave

C. Send an army to Korea and make demands of China to provoke a war

OUTCOMES—CHINESE AND JAPANESE DECISIONS; PROBLEM—JAPANESE DEMANDS



Map 1

The Chinese decided to send in a small number of soldiers to Korea, while continuing to negotiate with the Japanese (Option B). The Japanese responded by sending in large numbers of troops and taking over Seoul, the capital city of Korea (Option C). The available evidence indicates that the Japanese were trying to get the Chinese to send in troops, so they could have a justification

to send in a larger force and put Korea under Japanese domination. For example, the decision to send Japanese troops was made at a cabinet meeting in June, a month before the Chinese decision to send troops. The Japanese troops were ready to go to Korea at a moment's notice. Moreover, a Japanese-trained group in Korea was secretly supporting the rebellion against the Korean government in order to give the Japanese an excuse to send troops.

After both sides sent troops, the Chinese tried to negotiate an end to the occupation, but the Japanese attacked Chinese troops on land and sank a troop ship, killing 950 Chinese troops. The Japanese and Chinese declared war on each other in August 1894 and the Sino-Japanese War began.

The Japanese won every battle, including two large land battles and two large naval battles (see Map 1). The Chinese battleships turned out to be ineffectual. Much of the ammunition was the wrong kind for the European-made guns, so the ships could fire only occasionally to preserve the little useful ammunition they had. Rather than send the battleships out to attack Japanese troop transports and warships, the Chinese battleships were kept near port. One of the ships ran aground and was no longer useful. Some historians believe that if the Chinese had used their fleet effectively, they might have cut off the Japanese from landing troops in Korea and thereby won the war.

As it was, the Japanese captured Korea; the Liaodong Peninsula, including the naval base at Port Arthur; other parts of Manchuria; and the Shantung Peninsula, including the naval base at Weihaiwei (see Map 1). The Japanese army massacred at least 1,000 Chinese soldiers when they captured Port Arthur, which made the war more brutal. There was no Chinese army left to stop the Japanese from marching to Beijing. Given that the Chinese faced the prospect of losing their capital city, they decided to negotiate. In the process of negotiating, the lead Chinese diplomat argued that Japan should not be too harsh on China. He said, "Nothing will so arouse the indignation of the people of China and create in them a spirit of undying hostility and hatred, as to wrest from their country important portions of their territory." Russian diplomats also warned Japanese leaders not to take too much in the peace treaty with China. Meanwhile, at home, much of the Japanese public opposed negotiating at all until Japan captured Beijing. These hardliners wanted an even harsher treaty to end the war.

Problem—Japanese Demands

As the Japanese, how much will you demand from the Chinese?

A. China will give up all the territory Japan captured in the war (Korea; the Liaodong Peninsula, including the naval base at Port Arthur; and the Shantung Peninsula, including the naval base at Weihaiwei), along with these territories that the Japanese did not capture in the war (all the rest of Manchuria, the island of Taiwan, and parts of China in the area around Tientsin). In addition, China must pay Japan a large sum of money. The Japanese will occupy the naval base at Weihaiwei until the money has been paid.

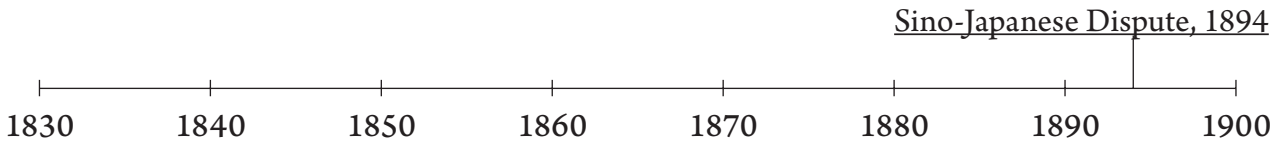
B. China will give up all the territory Japan captured in the war (Korea; the Liaodong Peninsula, including the naval base at Port Arthur; and the Shantung Peninsula, including the naval base at Weihaiwei) and the island of Taiwan (but not the rest of Manchuria or the parts of China around Tientsin) and will pay a large sum of money. It will not give up the rest of Manchuria or the area around Tientsin. The Japanese will occupy the naval base at Weihaiwei until the money has been paid.

C. China will give up Korea, the Liaodong Peninsula (including Port Arthur), and the island of Taiwan, along with a large sum of money, but not the rest of Manchuria, the Shantung Peninsula, or the area around Tientsin. The Japanese will occupy the naval base at Weihaiwei until the money has been paid over four years.

D. China will give up Korea, the Liaodong Peninsula (including Port Arthur), and the island of Taiwan. No money will be paid.

E. China will pay a large sum of money but no land will be given up. The Japanese will occupy the naval base at Weihaiwei until the money has been paid.

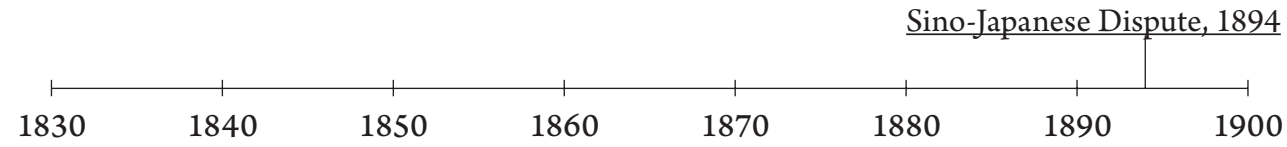
OUTCOME—JAPANESE DEMANDS; PROBLEM—A FRIENDLY NOTE



The Japanese negotiators chose Option C, whereby China would give up Korea, the Liaodong Peninsula, and Taiwan and pay a large sum of money. Technically, Korea would be independent, but in reality China would give up control and Japan would be dominant in Korea. When the Chinese hesitated to agree, the Japanese threatened to attack Beijing. The Chinese decided to give in and agreed to the Japanese demands in the Treaty of Shimonoseki. A few days after the treaty, three European countries, Russia, Germany, and France, sent a note to the Japanese offering the friendly advice that they should not actually take the Liaodong Peninsula (with Port Arthur), but let China keep the peninsula.

Will you, as a Japanese leader, take the advice and give up the Liaodong Peninsula?

WHAT WERE THE EFFECTS OF THE SINO-JAPANESE WAR?



The Japanese decided to accept the advice and give the Liaodong Peninsula back to China. This concession caused a great outcry in Japan. The Japanese public and press pointed out that Japan had won every battle in the war. Now, only a few days after a great diplomatic victory in the Treaty of Shimonoseki, Japan gave up one of the key prizes. Japanese soldiers had died to gain Port Arthur. Now it was being given up at the request of countries that had played no part at all in the war! It was a great loss of "face" for Japan. The interference by the three European countries was referred to as the Triple Intervention.

Hypotheses: Effects of the Sino-Japanese War?

What do you think were the short-term or long-term effects of the Sino Japanese War, the Treaty of Shimonoseki, and the Triple Intervention? List at least five effects here:

1.

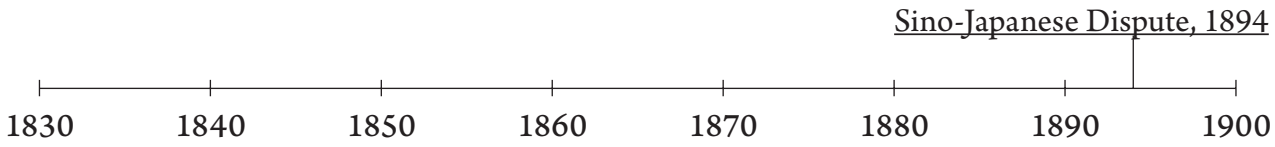
2.

3.

4.

5.

EFFECTS OF THE SINO-JAPANESE WAR



In Handout 5, you were asked to list five short-term or long-term effects of the Sino Japanese War, the Treaty of Shimonoseki, and the Triple Intervention. Here are some effects.

Scramble for China: China appeared so weak that other powers decided to grab a piece of Chinese territory before other countries, including Japan, got the best parts of China.

Russia became more involved in Asia: In 1896, Russian leaders forced China to give them the rights to build the rest of the Trans-Siberian Railroad across Manchuria. The Russian government spent huge amounts of money on the army and railroad in Manchuria, spending which brought more instability to other parts of Russia and eventually contributed to revolution. The cost for all this spending in Manchuria came to 10 percent of the government's entire budget.

Arms race in Asia: Japan increased military spending, especially on the navy, to make sure she would not be pushed around the next time there was a war. The size of the Japanese fleet was quadrupled. This increase in spending was not quite as difficult for the Japanese, however, because they could use the money paid by China in the treaty to pay for the new weapons and military supplies.

Resentment by Japanese of the outcome of the war: They won every battle but gave up the Liaodong Peninsula due to meddling by countries which didn't even fight. After the news of the Triple Intervention reached Japan, the newspapers used the term ***Gashin Shōtan***, meaning "grim determination to try harder the next time." Militarists and the public in Japan were very angry at diplomats for giving up the Liaodong Peninsula. The diplomats were accused of almost being traitors for giving in to the Triple Intervention. Since militarists were more popular, Japan moved closer to militarism.

Japan continued to focus on Manchuria and Korea: After being robbed of some of their gains from the Sino-Japanese War by the Triple Intervention, Japanese people and leaders felt cheated and became even more determined to keep Korea under the control of Japan and to increase Japanese influence in Manchuria. "The next time" referred to in the previous paragraph will be war with Russia in 1904–1905 over Manchuria.

Increased nationalism and militarism in Japan: The Japanese public became more nationalistic and identified their national pride with military victory. Up to the 1850s, Japan was divided into

domains, with a weak sense of national identity. In the 1870s and 1880s, the Meiji government worked to build nationalism through public schools, a single flag, the abolition of domains, national holidays, a national constitution, and other changes. The Sino-Japanese War was a crucial step in this process. Japanese people identified with soldiers and sailors fighting for their country. People bought war bonds and participated in food drives for the troops. Tales of heroic deeds by Japanese soldiers spread throughout society. In schools, students learned of Japan's righteous claims in China and Korea. The public identified the emperor as a military leader, not just a constitutional leader. Japanese leaders saw that expansion did bring popular support (though not for diplomats), so there was a precedent for further expansion. Japanese leaders felt more confident. One leader said, "The Sino-Japanese War is the greatest event since the beginning of our history."

Japanese press supports expansion: The press supported the war with enthusiasm, and therefore became less critical of the government. Newspapers ran articles about Japanese bravery and descriptions of Japanese victories. Press support was a reflection of public support for the war; newspaper subscriptions skyrocketed during the war.

Japanese feel they are civilizing Asia: Japanese leaders felt they were on a civilizing mission to other Asian countries. Asian countries now had a model of how to modernize to fight the Europeans.

Many Japanese people see Chinese and Koreans as backward: Japanese people replaced their historically positive view of China with a new perspective that the Chinese were backward. Likewise, Koreans were viewed as backward.

Further instability in China: Just a few years after the Sino-Japanese War the Boxer Uprising in China attempted to throw out the foreigners. There were more rebellions after such humiliating events. Many Chinese finally saw the need for modernization, while many others continued to resist change. One historian stated of the Sino-Japanese War, "No event to this point in the nineteenth century had created such widespread shock and such deep humiliation as the loss of this war to a people whom many Chinese had traditionally scorned."

Chinese debt: The Chinese had to pay an enormous sum of money (more than twice the annual government budget) to the Japanese in the Treaty of Shimonoseki. This forced the Chinese to borrow money from European banks, putting the country continuously in debt.

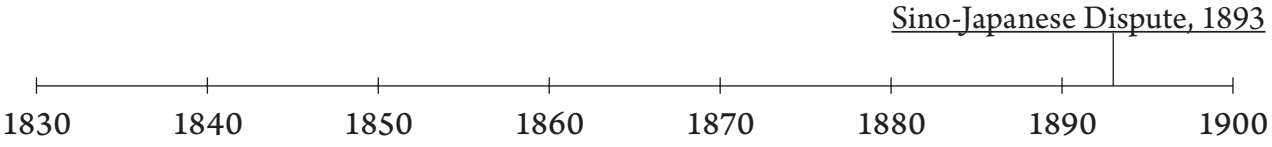
Japan recognized as a major power: Britain, France, and Germany saw Japan as a very real power in Asia. That led to more military spending or to alliances with Japan or against Japan. Recognizing Japan as an imperial power poked a hole in the racist Social Darwinist beliefs of the day, which reasoned that because Japanese were not white, they shouldn't be among the fittest. Some Europeans and Americans feared a "yellow peril" by such a strong Japan. Even many Chinese admired Japanese modernization as shown in the war. Some Chinese blamed the war and its outcome on incompetence in their own government.

You Be the Historian

Based on what you have learned in this lesson, write a paragraph as a historian in answer to each question:

1. What were the two or three most important causes of the Sino-Japanese War of 1894–1895?
    - What was the effect of fear by Japan of European powers?
    - Infection of imperialism. European powers were grabbing colonies, so Japan decided to join them.
    - Industrial revolution in Japan leading to an imbalance of power between Japan and China
    - Instability in Korea
    - Weakness of China; China was not modernizing fast enough as a society
    - Greedy leaders in Japan
    - Too much control of Japan by military leaders
    - Incompetent foreign (Manchu) leaders in China
    - Domestic politics. Chinese and Japanese leaders made decisions in order to keep power against their critics at home.
2. Was the war caused more by the decisions made by individuals (or small groups), or was it caused more by the influence of underlying historical forces? Explain.
3. Why was the Sino-Japanese War significant?

PRIMARY SOURCE



SUN YAT-SEN'S REFORM PROPOSAL, 1893

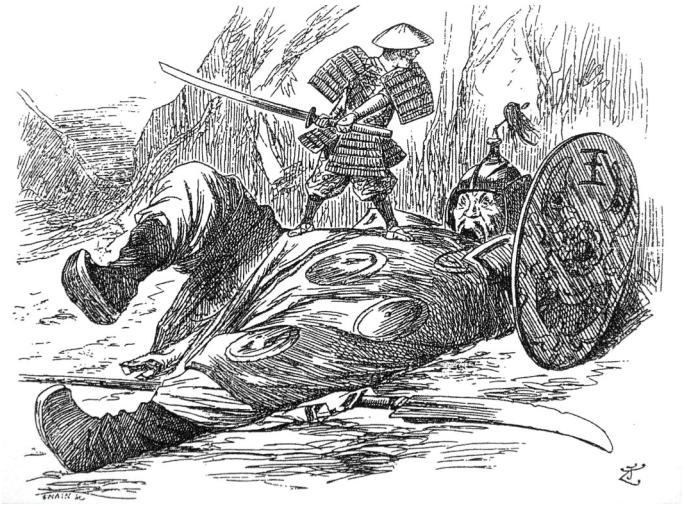
Sun Yat-sen was a reformer in China, and he sent this note to a leader of the Chinese government a few months before the dispute with Japan over Korea became a crisis in 1894.

> . . . . I have always thought that the real reason for Europe's wealth and power lies less in the superiority of its military might than in the fact that in Europe every man can fully develop his talent, land resources are totally utilized, each object functions to its maximum capacity, and every item of merchandise [goods for sale] circulates freely. . . . [T]hese four items are the most basic if our nation is to become wealthy, strong, and well-governed. For our nation to ignore these four items while concerning itself exclusively with ships and guns is to seek the insignificant at the expense of the basic. . . .
>
> China's territory is large and her resources are broad and varied. If we can promote the use of machinery on a nationwide scale, the benefit to the people will be enormous. As long as machinery is not used, our natural resources will remain hidden, and our people will continue to be poor. . . .
>
> Look at Japan. She opened her country to Western trade later than we did, and her imitation of the West also came later. Yet only in a short period her success in strengthening herself has been enormously impressive. She succeeds because she has been able to proceed with the four tasks, as described above, on a nationwide basis, with no opposition to speak of. There is no such thing as an impossible task— a so-called impossible task will become possible if there are enough dedicated people to perform it. The difficulty with China is not only the lack of enough dedicated people to perform but also the ignorance of too many people on the importance of performance. . . . Had there been foreigners able and willing to work for us, the ignorant among us would obstruct and sabotage and make sure that these foreigners could not succeed. Here lies the real reason why we have not accomplished much; public opinion and entrenched ideas simply will not allow it. . . .

Source: Cheng, Pei-kai, and Michael Lestz. *The Search for Modern China: A Documentary Collection*. New York: Norton, 1999, p. 171.

Questions for Analysis

1. What does Sun Yat-sen propose that China should do to compete with the West?
2. How do you think European countries develop talents better, utilize land better, get objects to function better, and circulate merchandise better?
3. Why is the example of Japan important to China?
4. How reliable is this document as a source?



What is the point of this political cartoon? What stereotypes does it use?

Illustration source: Japan Punch 1894 (Public domain, via Wikimedia Commons)