New Imperialism: Europe’s Empire at Home
1800-1910

PLEASE SEE NOTES ON THE PDF, PAGE 3.
LESSONS IN WORLD HISTORY

By David Johnson and Anne Wohlcke, Department of History, The University of California, Irvine

Teacher Consultant, Lorraine Gerard, Century High School, Santa Ana
Faculty Consultant, Kenneth Pomeranz, Department of History, The University of California, Irvine

Managing Editor, Sue Cronmiller

The publication of this CD has been made possible largely through funding from GEAR UP Santa Ana. This branch of GEAR UP has made a distinctive contribution to public school education in the U.S. by creating intellectual space within an urban school district for students who otherwise would not have access to the research, scholarship, and teaching represented by this collaboration between the University of California, the Santa Ana Partnership, and the Santa Ana Unified School District. Additional external funding in 2004-2005 has been provided to HOT by the Bank of America Foundation, the Wells Fargo Foundation, and the Pacific Life Foundation.

THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT
The California History-Social Science Project (CH-SSP) of the University of California, Irvine, is dedicated to working with history teachers in Orange County to develop innovative approaches to engaging students in the study of the past. Founded in 2000, the CH-SSP draws on the resources of the UCI Department of History and works closely with the UCI Department of Education. We believe that the history classroom can be a crucial arena not only for instruction in history but also for the improvement of student literacy and writing skills. Working together with the teachers of Orange County, it is our goal to develop history curricula that will convince students that history matters.

HUMANITIES OUT THERE
Humanities Out There was founded in 1997 as an educational partnership between the School of Humanities at the University of California, Irvine and the Santa Ana Unified School District. HOT runs workshops in humanities classrooms in Santa Ana schools. Advanced graduate students in history and literature design curricular units in collaboration with host teachers, and conduct workshops that engage UCI undergraduates in classroom work. In the area of history, HOT works closely with the UCI History-Social Science Project in order to improve student literacy and writing skills in the history classroom, and to integrate the teaching of history, literature, and writing across the humanities. The K-12 classroom becomes a laboratory for developing innovative units that adapt university materials to the real needs and interests of California schools. By involving scholars, teachers, students, and staff from several institutions in collaborative teaching and research, we aim to transform educational practices, expectations, and horizons for all participants.

THE SANTA ANA PARTNERSHIP
The Santa Ana Partnership was formed in 1983 as part of the Student and Teacher Educational Partnership (STEP) initiative at UC Irvine. Today it has evolved into a multi-faceted collaborative that brings institutions and organizations together in the greater Santa Ana area to advance the educational achievement of all students, and to help them enter and complete college. Co-directed at UC Irvine by the Center for Educational Partnerships, the collaborative is also strongly supported by Santa Ana College, the Santa Ana Unified School District, California State University, Fullerton and a number of community based organizations. Beginning in 2003-2004, HOT has contributed to the academic mission of the Santa Ana Partnership by placing its workshops in GEAR UP schools. This unit on New Imperialism: Europe’s Empire at Home reflects the innovative collaboration among these institutions and programs.

CONTENT COUNTS: A SPECIAL PROJECT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES
This is one in a series of publications under the series title Content Counts: Reading and Writing Across the Humanities, supported by a generous grant from the National Endowment for the Humanities. Content Counts units are designed by and for educators committed to promoting a deep, content-rich and knowledge-driven literacy in language arts and social studies classrooms. The units provide examples of “content reading”—primary and secondary sources, as well as charts, data, and visual documents—designed to supplement and integrate the study of history and literature.
New Imperialism: Europe’s Empire at Home

OBJECTIVES

To examine European perspectives on the colonial subject,
Examine the role Social Darwinism played in Imperialism,
Develop a greater understanding of what constitutes historical evidence,
Develop historical research skills using non-traditional historical texts,
Develop graph-making and graph-interpreting skills,
Develop critical thinking skills in both analytic and creative exercises, and
Develop writing skills through the use of creative exercises.

SUMMARY AND LESSON CONTENT

This lesson is designed to show that “empire”—as a cultural experience—was not simply something that happened on the periphery of Europe. By focusing on imperial exhibits in Paris or London or images in the French popular press, this lesson examines the way in which empire was experienced at home. Europeans who had never ventured past their own national borders, for example, could nonetheless experience empire by visiting exhibits laid out in parks in London and Paris. These exhibits commonly consisted of transplanted African or Indonesian villages, for example, which exoticized and re-arranged, often falsely, people, animals, plants, tools, and weapons from different parts of the world. The point here is that the imperial experience at home was often derived from entrepreneurial projects designed to sell tickets or magazines rather than to provide a true depiction of distant lands. Similarly, exhibits and magazine stories were often fundamentally tied to common European assumptions coming out of Social Darwinism and hence understood Africans and Asians as inferior to Europeans.

NOTES ON THE PDF:

1) Please note that in this pdf document the page numbers are two off from the printed curriculum. For example, page 2 in the printed curriculum is now page 4 in this pdf document.
2) We apologize if some of the hyperlinks are no longer accurate. They were correct at the time of printing.
3) Full-page versions of the images in this unit—some in color—can be found at the back of this pdf.
4) You can easily navigate through the different parts of this document by using the “Bookmark” tab on the left side of your Acrobat window.
New Imperialism: Europe’s Empire at Home

At the end of the nineteenth century, European nations increasingly based their power on the amount of land and resources they controlled across the globe. By 1913 European nations directly or indirectly controlled large portions of the world. While most Europeans had never ventured outside of Europe, they still experienced empire in their everyday lives. They continually encountered images of distant lands and people in popular magazines, adventure stories, advertisements, exhibits, zoos, music and world fairs.

In Europe, politicians and ordinary citizens alike did not always think of Africans, Asians and Latin Americans as their equals. Extending and maintaining one’s dominance over vast territorial holdings went hand-in-hand with attitudes that often saw Africans and Asians as infantile and incapable of governing themselves. Imperial ventures were often justified with racist attitudes. These beliefs were reflected in many nineteenth and twentieth century images of non-Europeans, though not all Europeans had racist views of the empire. As some Europeans encountered different regions and cultures, their own culture began to reflect these encounters.

IMAGES OF EMPIRE IN THE POPULAR PRESS (NEWSPAPERS, MAGAZINES)

The French and other European states began concerted efforts to colonize Africa in the mid to late-nineteenth century. Europeans were interested in the people of Africa, and pictures of them often appeared in journals like the popular French one, *Le Petit Parisien*. Interest in African people increased when Europeans were involved in conflicts with them. A good example of this is when the French fought the *Dahomeans* (a West African people) in 1890. The following images depicting human sacrifice amongst the Dahomeans appeared in *Le Petit Parisien* in the nineteenth century. You will examine these images to see if you can trace any changes in how these people were represented in the French popular press. Think, in particular, of how the depictions changed once the French were fighting the Dahomeans.

Examine closely the images *(IMAGES 1 - 4)* of the Dahomeans (a West African people who fought the French in 1890) from the journal *Le Petit Parisien*.1 Answer the questions that follow.

---

1 All images in this section taken from William H. Schneider’s *An Empire for the Masses: The French Popular Image of Africa*, 1870-1900.
Image 1. Image Drawn in 1863.

Image 2. Image Re-Drawn in 1890.
Image 3. Image Drawn in 1858.

Image 4. Image Re-Drawn in 1890.
1. Look at all of the images (IMAGES 1 - 4) and describe what is happening. What types of people are depicted? Who is in charge of the situation in each image?

2. IMAGES 1 and 3 were based on earlier drawings by a French doctor who visited Dahomey in 1856. IMAGES 2 and 4 were based on the same images, but drawn by a Le Petit Parisien artist while the French were involved in a conflict with the Dahomeans. How do the earlier versions of the images differ from the later versions? While you compare, think about how the following details change in each version of the images:
   • How are the humans being sacrificed depicted?
   • Are the people depicted in each image orderly or disorderly?
   • Who is in charge?
   • Is there any European influence in the region besides the French?
   • What do you think explains the changes in how this event is depicted?

3. The French were fighting the Dahomeans in 1890, but IMAGES 2 and 4 do not depict fighting. Why are they focused, instead, on human sacrifice? How might this help justify French involvement in the region?
4. The last image (Image 5) is taken from an 1893 front cover of *Le Petit Parisien*. The cover depicted what the publishers of the magazine thought was their “typical” audience. Looking at their clothes, ages, and surroundings, who are these people?
ENCOUNTERING THE EXOTIC EMPIRE AT HOME

Zoos and Exhibitions

Many Europeans had their only encounters with Empire through exhibitions and zoos that featured what one Frenchman called “strange and rare examples of far-distant peoples.” At exhibitions Europeans encountered imperial people, their behavior, their music, and their food.

Look at the table of gate receipts (ticket sales)\(^2\) from a series of Parisian exhibitions and do the exercise on the next page.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EXHIBITION</th>
<th>GATE RECEIPTS</th>
<th>% OF TOTAL RECEIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>Nubians</td>
<td>406,488</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Eskimos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1878</td>
<td>Lapps</td>
<td>663,990</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Gauchos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1879</td>
<td>Nubians</td>
<td>413,256</td>
<td>74</td>
</tr>
<tr>
<td>1880</td>
<td>—</td>
<td>339,921</td>
<td>62</td>
</tr>
<tr>
<td>1881</td>
<td>Eskimos</td>
<td>545,373</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Fuegians (Tierra del Fuego)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1882</td>
<td>Galibis (Guyana)</td>
<td>534,874</td>
<td>66</td>
</tr>
<tr>
<td>1883</td>
<td>Ceylonese</td>
<td>560,244</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Araucans (Guyana)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kalmouks (Siberia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Indians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1884</td>
<td>—</td>
<td>354,777</td>
<td>63</td>
</tr>
<tr>
<td>1885</td>
<td>—</td>
<td>312,914</td>
<td>57</td>
</tr>
<tr>
<td>1886</td>
<td>Ceylonese</td>
<td>577,933</td>
<td>67</td>
</tr>
<tr>
<td>1887</td>
<td>Ashanti</td>
<td>416,887</td>
<td>60</td>
</tr>
</tbody>
</table>

\(^2\) From William Schneider, *An Empire for the Masses.*
Use the graph below to make a bar graph of the information from the table of receipts.

**Gate Receipts of Exhibitions**

<table>
<thead>
<tr>
<th>YEAR OF EXHIBITION</th>
<th>NET GATE EARNINGS (IN THOUSANDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>300</td>
</tr>
<tr>
<td>1878</td>
<td>350</td>
</tr>
<tr>
<td>1879</td>
<td>400</td>
</tr>
<tr>
<td>1880</td>
<td>450</td>
</tr>
<tr>
<td>1881</td>
<td>500</td>
</tr>
<tr>
<td>1882</td>
<td>550</td>
</tr>
<tr>
<td>1883</td>
<td>600</td>
</tr>
<tr>
<td>1884</td>
<td>650</td>
</tr>
<tr>
<td>1885</td>
<td>700</td>
</tr>
</tbody>
</table>

1. Describe how your graph looks.
   - What year had the highest ticket sales: _______.
   - What year had the lowest: _______.
   - Can you figure out the median:_______.

2. Judging by the appearance of your graph, did the popularity of these exhibitions grow, decline, or stay the same?
Africa and Asia in Europe

Now take a look at the images of some actual exhibitions (IMAGES 6-9) and answer the questions.

From Bonnie G. Smith, Imperialism: A History in Documents.

From William H. Schneider, An Empire for the Masses.
• Describe what is on display in Images 6 through 9. Why do you think people found this interesting and/or entertaining?

• How are people and animals displayed at these exhibitions? Are they presented in similar ways?
POST-ACTIVITY ASSIGNMENT

Briefly review the previous section, “Images of Empire in the Popular Press.” Write a letter from the perspective of one of the people pictured on the 1893 cover of Le Petit Parisien. This person is writing to a friend in the United States and telling him or her all about the African people that France is fighting. Remember, this person’s views about Dahomeans and other Africans are shaped by the images we have just seen. Their age, class, and gender also shape their views.
UNIT THEMES

Practical applications of Enlightened thought
1. Concept of citizen/citizenship takes shape; people have a stake in their country.
2. Rise of the individual and individual rights: private property, liberty, freedom.

Industrial Revolution:
Intersection of humanity and machinery
1. Transformations in work (division of labor), social relations (class), gender relations, family, time.
2. Urban growth.
3. Emergence of capitalism as dominant economic pattern.
4. Rise of positivism and science.

Nation and Nationalism
As a process of unification and exclusion
1. Powerful ideological force capable of moving entire populations.
2. Social and cultural constructions of “nations.”
3. Importance of symbols in creating national community.

Imperialism
1. From industrial economies to imperial powers.
2. Social Darwinism.
3. Experiencing Empire at home.
5. Material issues behind imperialism: land, resources and technology.
6. Independence struggles (Sun Yat-sen).

NINETEENTH CENTURY WORLD HISTORY DIAGNOSTIC AND END UNIT ASSESSMENT

Pretend you are the owner of a British company that sells cotton socks in the late nineteenth century. Business has not been doing well due to stiff European competition. You have noticed that your French competitors have been fairing better by creating branch companies in Algeria and French Morocco (both located in North Africa). Branching into Algeria and Morocco has given the French new markets for their socks and a cheap labor source, which has eased the pressure of competition. You have decided to follow their strategy by developing some of your own branches in Rhodesia, Nigeria and India (all British colonies), but to do so you will need to ask for a loan from your bank. Write a business letter to your banker asking for a loan. In the letter describe the following:

1. Why you have decided to develop company branches in the Empire,
2. Where you will place the new branches,
3. What problems you foresee, and
4. Why you think your business plans will succeed.
New Imperialism: Europe’s Empire at Home


ACKNOWLEDGMENTS

THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT
Robert G. Moeller, Faculty Director and Professor of History
Stephanie Reyes-Tuccio, Site Director
Eileen Powell, CH-SSP Program Assistant
http://www.hnet.uci.edu/history/chssp/

HUMANITIES OUT THERE
Julia Reinhard Lupton, Faculty Director and Professor of English and Comparative Literature
Tova Cooper, Director of Publications
Peggie Winters, Grants Manager
http://yoda.hnet.uci.edu/hot/

THE SANTA ANA PARTNERSHIP:
UCI’S CENTER FOR EDUCATIONAL PARTNERSHIPS
Juan Francisco Lara, Director
http://www.clep.uci.edu

THE SANTA ANA UNIFIED SCHOOL DISTRICT
Lewis Bratcher, Assistant Superintendent of Secondary Education
http://www.sausd.k12.ca.us

SANTA ANA COLLEGE
Sara Lundquist, Vice-President of Student Services
Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and Associate Dean of Student Development
Melba Schneider, GEAR UP Coordinator
http://www.sac.edu

This unit would not have been possible without the support of Professor Karen Lawrence, Dean of the School of Humanities at the University of California, Irvine; Professor Robert G. Moeller, Faculty Director of the UCI California History-Social Science Project, who provides ongoing intellectual leadership in all areas touching on historical research, interpretation, and teacher professional development; Dr. Manuel Gómez, Vice Chancellor for Student Affairs, who provided funding and has been a steadfast supporter of our work; and the leadership of the Santa Ana Partnership, including Dr. Juan Lara, Director of the UCI Center for Educational Partnerships; Dr. Sara Lundquist, Vice-President of Student Services at Santa Ana College; Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and Associate Dean of Student Development at Santa Ana College; and Dr. Lewis Bratcher, Assistant Superintendent of Secondary Education at the Santa Ana Unified School District.

PERMISSIONS
The materials included in this booklet are original works of authorship, works for which copyright permission has expired, works reprinted with permission, or works that we believe are within the fair use protection of the copyright laws. This is an educational and non-commercial publication designed specifically for high school History-Social Science classes, and is distributed to teachers without charge.


“Zoo in Exeter, England” reprinted with permission from Yale Center for British Art.

Book design by Susan S. Reese
“The curriculum in World History shows students that history matters. Demonstrating the connections among regions that shaped a global economy and society, these innovative curricular units also show students how to build bridges between the past and the present. Correlated with the California State Content Standards for tenth grade world history, these units in world history take young historians from the industrial revolution of the late eighteenth century to the Cold War.”

—Robert G. Moeller, Professor of History and Faculty Director of the California History-Social Science Project, University of California, Irvine

**CONTENT STANDARDS ADDRESSED**

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, and the Netherlands.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
LIST OF IMAGES

New Imperialism: Europe’s Empire at Home

**Image 4:** Image Re-Drawn in 1890. From William H. Schneider, *An Empire for the Masses.*
Image 5: Cover of Le Petit Parisien.