

I.F.14

The Development of Modern States

Neo-Imperialism in Russia, China and Turkey – Bringing Back the Golden Age?

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Russland, die Türkei und China – drei sehr unterschiedliche Länder, die auf unterschiedliche Weise eine imperiale Vergangenheit haben. Heute stehen die drei Staaten wieder im Rampenlicht der internationalen Beziehungen. Welche Rolle spielt die imperiale Vergangenheit für die Außenpolitik der drei Länder in der globalisierten Welt? Welche neo-imperialistischen Bestrebungen gibt es heute in ihnen? Und welche Folgen haben diese für die jeweiligen Nachbarstaaten und die Welt insgesamt? Die vorliegende Reihe gibt Antworten auf diese Fragen.

KOMPETENZPROFIL

Klassenstufe:	9/10
Dauer:	8–9 Unterrichtsstunden
Kompetenzen:	Unterschiede zwischen Nationalstaat und Imperium herausarbeiten, imperiale Vergangenheit und Gegenwart Russlands, der Türkei und Chinas analysieren, neoimperialistische Außenpolitiken der drei Staaten verstehen
Thematische Bereiche:	Russische, türkische und chinesische Geschichte, Nationalstaat, Imperialismus, Neoimperialismus, Kolonialismus, Außenpolitik, internationale Beziehungen, Ukraine-Krieg, Neue Seidenstraße
Medien:	App Woodclap



netzwerk
lernen

zur Vollversion

Auf einen Blick

1. Stunde

Thema: Empire vs. Nation State

M 1 **What Is an Empire?**

M 2 **What Is a Nation State?**

Inhalt: Die Schülerinnen und Schüler unterscheiden Imperialismus von Nationalstaatlichkeit und setzen sich mit den Wesensmerkmalen der beiden Staatsformen auseinander.

Benötigt: Internetzugang für Online-Recherche

2./3. Stunde

Thema: Example 1: Russia

M 3 **Imperial Russia – From Ivan IV. to the Soviet Union**

M 4 **An Example of Neo-Imperialism? – The Russia of Putin**

M 5 **Ukraine – Russia’s Latest Victim of Imperial Aggression**

Benötigt: Smartphones und Internet zum Aufrufen der Karte in M 3.

Inhalt: Die Lernenden beschreiben Geschichte und Ausbreitung des Russischen Reichs. Sie analysieren neo-imperialistische Elemente in der gegenwärtigen Außenpolitik Russlands.

4./5. Stunde

Thema: Example 2: Turkey

M 6 **The Ottoman Empire – From Europe’s Worst Nightmare to the Sick Man at the Bosphorus**

M 7 **Modern Turkey – In the Footsteps of the Ottoman Empire**

Inhalt: Die Lernenden beschreiben Geschichte und Ausbreitung des Osmanischen Reichs. Sie analysieren neo-imperialistische Elemente in der gegenwärtigen Außenpolitik der Türkei.

Benötigt: Internetzugang für Online-Recherche





6./7. Stunde

Thema:	Example 3: China
M 8	The China of the Qing Dynasty – Imperial Country or Victim of Imperialism?
M 9	China’s Foreign Policy – A New Form of Imperialism?
M 10	Hong Kong and the Uyghurs – Imperialism at Home?
Benötigt:	Smartphones und Internet zum Aufrufen der Karte in M 9.
Inhalt:	Die Lernenden beschreiben Geschichte und Ausbreitung des Chinesischen Kaiserreichs. Sie analysieren neo-imperialistische Elemente in der gegenwärtigen Außen- und Innenpolitik der Volksrepublik China.

8. Stunde

Thema:	Hearing
M 11	Hearing: How Should We Deal with Russia, Turkey, China?
Inhalt:	In einer methodisch angeleiteten Experten-Diskussion tauschen sich die Schülerinnen und Schüler darüber aus, welche Konsequenzen die neo-imperialen Bestrebungen der drei Länder jeweils für die diplomatischen Beziehungen zu Deutschland und seine Verbündeten haben könnte.
Benötigt:	Gruppentische für Gruppenarbeitsphase, ggf. App „Wooclap“ samt Endgeräten und Internetzugang für finale Abstimmung

Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.
	einfaches Niveau
	mittleres Niveau
	schwieriges Niveau

Ukraine – Russia’s Latest Victim of Imperial Aggression

M 5

Tasks

1. Look at the images below. Discuss: What do you recognize? Which feelings do you have regarding the images and the war itself? How does Russia’s war on Ukraine affect you?
2. Read the text on Ukrainian history as well as the excerpt from Putin’s essay. What are Putin’s two main arguments and what would you answer based on the information in the text?



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Chart: Turkey and its "Neo-Ottoman" Foreign Policy



Syria

- Turkey plays a role in the Syrian Civil War
- Since 2011, Turkey supports rebels who fight against the dictator Bashar al-Assad
- In 2016, Turkey began to send soldiers to Northern Syria to fight against the **Kurds**¹
- Turkey also established and finances a Turkish-controlled caretaker government² (**SIG**³) which controls parts of Northern Syria
- The SIG even named some of its military units after Ottoman sultans

The Balkans

- Balkan states like Bulgaria, Albania, Bosnia and Kosovo have large Muslim populations
- Turkey considers itself an Islamic nation and uses "**soft power**"⁴ in other these countries by financing mosques and preachers
- In Kosovo, Turkey also established airports, telecommunications, energy supplies etc



Caucasus

- Turkey is allied with Georgia and Azerbaijan
- A Turkish gas pipeline runs through Georgia and Azerbaijan to Turkey
- Turkey is an old opponent of Armenia since the **Armenian genocide**⁵ in 1915/16.
- In 2020, Turkey supported Azerbaijan in its war against Armenia, especially with drones. Azerbaijan's victory boosted Turkey's power.

Libya and Eastern Mediterranean

- In the Libyan Civil War, Turkey supports the Libyan government against the rebels
- Turkey sends drones, fighters and money
- Turkey wants to be allied to Libya because it has huge gas fields in the Mediterranean
- Turkey's "blue homeland" ideology means the country wants to control the Black Sea and the Eastern Mediterranean



Karten erstellt mit mapchart.net/CC BY-SA 4.0

¹ The **Kurds** are a people in the Middle East. They have been enemies of Turkey for a long time. Many wars have been fought between the two groups.

² **caretaker government:** Übergangsregierung

³ **SIG** is short for "Syrian interim government", the name of the caretaker government.

⁴ The term "**soft power**" is the opposite of "hard power" like economic strength or the military. Soft power means cultural influence to win the hearts and minds of other people.

⁵ **genocide:** Genozid, Völkermord. The Turkish **genocide of the Armenians** happened mostly during World War One. Until today, the Turkish government denies the fact that this genocide has happened.

The China of the Qing Dynasty – Imperial Country or Victim of Imperialism?

M 8

China is not only the country with the most inhabitants of the world, but also a nation with a long history. Its roots date back more than 4,000 years. Between 1644 and 1912, China was ruled by the Qing dynasty. During this phase, the country expanded massively, but was also itself the object of foreign imperial aggression.

Tasks

1. Read the text and take a look at the map.
2. Briefly summarize China's territorial evolution until 1759.
3. In what regard was China imperialist?
4. Why was China also a victim of imperialism?

The Development of China

The history of China begins with the Xia dynasty roughly 2,100 years B.C.E. The Xia dynasty was followed by many other dynasties until in 1368 the Ming dynasty came to power. During these roughly 3,500 years, China became a large country with hundreds of millions of inhabitants. China survived many crises, wars and divisions. Between 1368 and 1644, China experienced times of economic and cultural heyday¹. The Ming dynasty was also responsible for the construction of the famous Great Wall. In 1644, the last Chinese dynasty came to power, the Qing dynasty.

The Qing (or Manchu) dynasty and its emperors governed China until 1911. During this dynasty, China expanded to the North and West. In 1720, Chinese armies conquered Tibet, in 1755 the region of Xinjiang. Tibet became a protectorate² of China but was not a part of China itself. In 1759, China held more territory than it ever had and than it would ever hold again. During this time, even Korea, Nepal and large parts of Burma were a part of China.

China thus had been an imperial power for hundreds of years. Chinese emperors conquered foreign lands and suppressed their peoples. Chinese emperors and intellectuals called their country the "Middle Kingdom" – the centre of the world. Chinese leaders thought of other peoples (including Europeans) as "barbarians" who had no culture and history. This ideology is called Sinocentrism – the idea that China is the centre of the world. According to the idea of "Tianxia" ("everything under the heaven"), China and its emperors stood in the centre of humankind. Other peoples and their countries were organised around this centre. Many Asian states like Vietnam or Korea had to pay tributes³ to China. In return, their merchants⁴ were allowed to trade with China. Furthermore, Chinese imperialism often meant that non-Chinese people in conquered territories had to "become" Chinese and lose their own culture and language.

However, during the 19th century, China more and more changed from an imperial power to a victim of imperialism. European powers and Japan began to conquer territories in China's tributary states. The British wanted to trade opium⁵ with Chinese merchants to gain silver which they needed

¹ **heyday:** Blütezeit

² **protectorate:** A state which is formally independent but de facto controlled by another state. The protector helps to defend the protectorate but expects tributes or other help (like slave work) in return.

³ **tribute:** A payment to another country, usually to larger allies or protectors.

⁴ **merchant:** Kaufmann, Kauffrau

⁵ **opium:** a highly addictive drug that causes psychological and physical illnesses.

How to Conduct a Hearing	
Step 1 Opening	The moderator opens the hearing and introduces the expert groups. They also state and explain the main question of the hearing.
Step 2 Statements	<ul style="list-style-type: none"> • The three expert groups give their opinion / assessments of the situation. • Each group's opening statement should be 3–5 minutes. • The experts should also try to use rhetorical devices such as facial expressions, tone and gestures to express their opinion. • The audience takes notes.
Step 3 Discussion	The audience asks their follow-up questions, the experts answer them. The scenarios in the boxes below can serve as inspiration
Step 4 Vote	<ul style="list-style-type: none"> • You will now vote on the proposed handling of each of the three countries separately. • The options include: <ol style="list-style-type: none"> 1. Friendship (i. e., continue trade and going on like before) 2. Distancing (i. e., investing more in the military and having less trade) 3. Compromise between options 1 and 2 (must be discussed in detail). • For an anonymous vote, use the app Wooclap.

Possible Scenarios to Discuss		
Chinese attack on Taiwan	Public mass killings of Uyghurs by China	
Nuclear attack on Ukraine by Russia	Turkish genocide of Kurds in Northern Syria	Russian invasion of Georgia, Moldova, Finland or Estonia