X SST HISTORY CH-1 THE RISE OF NATIONALISM IN EUROPE NOTES

1. In 1848, Frederic Sorrieu, a French artist, prepared a series of four print visualizing his dream of a world made up of 'democratic and social republic, as he called them.
2. Artists of the time of the French Revolution personified Liberty as a female figure.
3. According to Sorrieu's utopian vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume.
4. This chapter will deal with many of the issues visualized by Sorrieu.
5. During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe.
6. The end result of these changes was the emergence of the nation-state in the place of the multi-national dynastic empires of Europe.
7. A modern state, in which a centralized power exercised sovereign control over a clearly defined territory, had been developing over a long period of time in Europe.
8. But a nation-state was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.
9. This chapter will look at the diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.

THE FRENCH REVOLUTION AND THE IDEA OF THE NATION

1. The first clear expression of nationalism came with the French Revolution in 1789.
2. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
3. The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.
4. The Estates General was elected by the body of the active citizens and renamed the National Assembly.
5. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
6. The revolutionaries further declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism.
7. Students and other members of educated middle classes began setting up Jacobin club.
8. Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790's.
9. The French armies began to carry the idea of nationalism abroad.
10. Through a return to monarchy Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.
11. The Civil Code of 1804 – usually known as the Napoleonic Code – did away with all privilegehs based on birth, established equality before the Law and secured the right to property.

12. Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
13. Transport and communication systems were improved.
14. Businessmen and small-scale producers of goods, in particular, began to realize that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.
15. In many places such as Holland and Switzerland, Brussels, Mainz, Milan, Warsaw, the French armies were welcomed as harbingers of Liberty.
16. It became clear that the new administrative arrangements did not go hand in hand with political freedom.
17. Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of the Europe, all seemed to outweigh the advantages of the administrative changes.

THE MAKING OF NATIONALISM IN EUROPE

1. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
2. They did not see themselves as sharing a collective identity or a common culture.
3. The Habsburg Empire ruled over Austria Hungary.
4. In Hungary, half of the population spoke Magyar while the other half of the spoke a variety of dialects.
5. Besides these three dominant groups, there also lived within the boundaries of the empire.
6. The only tie binding these diverse groups together was a common allegiance to the emperor.

THE ARISTOCRACY AND THE NEW MIDDLE CLASS

1. Socially and politically, a landed aristocracy was the dominant class on the continent.
2. The members of this class were by a common way of life that cut across regional divisions.
3. Their families were often connected by ties if marriages.
4. This powerful aristocracy was, however, numerically a small group. The growth of towns and the emergence of commercial classes whose existence was based on production for the market.
5. Industrialization began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century.
6. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professional.
7. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

WHAT DID LIBERAL NATIONALISM STAND FOR?

1. In early-nineteenth-century Europe were closely allied to the ideology of liberalism.
2. The term ‘liberalism’ derives from the Latin root liber, meaning free.
3. Liberalism stood for freedom for the individual and equality of all before the law.
4. It emphasized the concept of government by consent.
5. A constitution and representative government through parliament.
6. The right to vote and to get elected was generated exclusively to property-owning men.
7. Men without property and all women were excluded from political rights.
8. Women and non-propertied men and women organised opposition movements demanding equal political rights.
9. The abolition of state-imposed restrictions on the movement of goods and capital.
10. A merchant travelling in 1833 from Hamburg to Nuremberg to sell his goods would have to pass through 11 customs barriers and pay a customs duty of about 5% at each one of them.

11. Obstacles to economics exchanges and growth by the new commercial classes, who argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.
12. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

A NEW CONSERVATION AFTER 1815

1. Following the defect of Napoleon in 1815, European governments were driven by a spirit of conservatism.
2. Most conservatives, however, did not propose a return to the society of pre-revolutionary days.
3. That modernization could in fact strengthen traditional institutions like the monarchy.
4. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.
5. In 1815, representatives of the European powers – Britain, Russia, Prussia and Austria – who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
6. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.
7. German confederation of 39 states that has been set up by Napoleon was left untouched.
8. Autocratic did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic government.

THE REVOLUTIONARIES

1. During the years following 1815, the fear of repression drove many liberal-nationalists underground.
2. Revolutionary at this time meant a commitment to oppose monarchical forms and to fight for liberty and freedom.
3. Giuseppe Mazzini, born in Genoa in 1807, he became a member of the secret society of the Carbonari.
4. He was sent into exile in 1831 for attempting a revolution in Liguria.
5. Mazzini believed that god had intended nations to be the natural units of mankind.
6. Secret societies were set up in Germany, France, Switzerland and Poland.
7. Metternich described him as 'The most dangerous enemy of our social order'.

THE AGE OF REVOLUTION: 1830 – 1848

1. As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.
2. 'When the France sneezes', Metternich once remarked, 'the rest of the Europe catches cold'.
3. An event that mobilized nationalist feelings among the educated elite across Europe was the Greek war of independence.
4. Greece had been the part of the Ottoman Empire since the fifteenth century.
5. Greeks living in exile and also from many west Europeans who had sympathies for ancient Greek culture.

THE ROMANTIC IMAGINATION AND NATIONAL FEELING

1. The development of nationalism did not come about only through wars and territorial expansions.
2. Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped express and shape nationalist feeling.
3. Let us look at Romanticism, a culture movement which sought to develop a particular form of nationalist sentiments.
4. Romantic artists and poet generally criticised the glorification of reason and science and focused instead on emotions, institution and mystical feelings.
5. Other romantics were through folk song, folk poetry and folk dances that the true spirit of the nation.
6. National feelings were kept alive through music and languages.

7. Karol Kurpinski, celebrated the national struggles through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

8. Language too played an important role in developing nationalist sentiments.

9. Russian language was imposed everywhere.

10. Many members of the clergy in Poland began to use language as a weapon of national resistance.

11. As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russians.

HUNGER, HARDSHIP AND POPULAR REVOLT

1. The 1830s were years of great economic hardship in Europe.

2. The first half of the nineteenth century saw an enormous increase in population.

3. In most countries there were more seekers of jobs than employment.

4. Population from rural areas migrated to the cities to live in overcrowded slum.

5. Food shortage and widespread unemployment brought the population of Paris out on the roads.

6. National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.

7. Earlier, in 1845, weavers in Silesia had lead a revolt against contractors who supplied them raw material and gave them orders for finished textile.

8. On 4 June at 2 p.m. a large crowd of weavers emerged from their homes and marched in pairs up to the mansion of their contractors demanding higher wages.

9. The contractors fled with his family to a neighbouring village which, however, refused to shelter such a person.

10. He returned 24 hours later having requisitioned the army.

11. In the exchange that followed, eleven weavers were shot.

1848: THE REVOLUTION OF THE LIBERALS

1. The poor, unemployment and starving peasants and workers in many European countries in the years 1848, a revolution led by the educated middle classes was under way.

2. Men and women of the liberal middle classes combined their demands for constitutionalism with national unification.

3. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.

4. Wilhelm IV, King of Prussia, rejected it and joined other monarchs to oppose the elected assembly.

5. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.

6. The issue of extending political rights to women was a controversial one within the liberal movement.

7. Women had formed their own political associations, founded newspaper and taken part in political meeting and demonstrations.

8. Women were admitted only as observers to stand in the visitors' gallery.

9. Monarchs were beginning to realize that the cycles if revolution and repression could be ended by granting concessions to the liberal-nationalist revolutionaries.

THE MAKING OF GERMAN AND ITALY

GERMANY – CAN THE ARMY BE THE ARCHITECT OF A NATIONAL

1. After 1848, nationalism in Europe moved away from its association with democracy and revolution.

2. This can be observed in the process by which Germany and Italy came to be unified as nation-states.

3. Nationalist feelings were widespread among middle-class Germans.

4. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners of Prussia.

5. Prussia took on the leadership of the movement.

6. Three wars overseen years-with Austria, Denmark, and France-ended in Prussian victory and completed the process of unification.
7. The nation-building process in Germany had demonstrated the dominance of Prussian state power.
8. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.

ITALY UNIFIED

1. Like Germany, Italy too had a long history of political fragmentation.
2. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
3. Italy was divided into seven states.
4. Italian language had not acquired one common form and still had many regional and local variations.
5. Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.
6. Young Italy for the dissemination of his goals.
7. The failure of revolutionary uprising both in 1831 and 1848 meant that the mantle now fell on Sadinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
8. Italy offered them the possibility of economic development and political dominance.
9. Italy was neither a revolutionary nor a democrat.
10. Italian population, among whom rates of illiteracy were high, remained blissfully unaware of liberal-nationalist ideology.

THE STRANGE CASE OF BRITAIN

1. The model of the nation or the nation-state, some scholars have argued, is Great Britain.
2. It was the result of a long-drawn-out process.
3. There was no British nation prior to the eighteenth century.
4. 'United Kingdom of great Britain' meant, in effect, that England was able to impose its influence on Scotland.
5. The British parliament was henceforth dominated by its English members.
6. Ireland was forcibly incorporated into the United Kingdom in 1801.
7. British flag, the national anthem, the English language – were actively promoted and the older nations survived only as subordinate partners on this union.

VISUALISING THE NATION

1. While it was easy enough to represent a ruler through a portrait or a statue.
2. In other words they represented a country as if it were a person.
3. Nations were then portrayed as a female figure.
4. The female figures became an allegory of the nation.
5. Christened Marianne, a popular Christian name, which underlined the idea of people's nation.

NATIONALISM AND IMPERIALISM

1. By the quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century, but became a narrow creed with limited ends.
2. The most serious source of nationalists tension in Europe after 1871 was the area called the Balkans.
3. The Balkans was a region of geographical and ethnic variation.
4. One by one its European subjects nationalities broke away from its control and declared independence.
5. The Balkan area became an era of intense conflict.
6. The Balkan states were jealous of each other and each hoped to gain more territory at the expense of each other.
7. But the idea that societies should be organized into 'nation-states' came to be accepted as natural and universal.

CHANGES DURING THE 1789 FRENCH REVOLUTION

- France was under Absolute monarchy.
- The revolution transferred the governmental power or ruling power from monarchy to French people or its citizens.
- Ideas like 'La Patrie' (the fatherland) and 'Le Citoyen' (the citizen) were adopted.
- The Royal flag was replaced by the New French Flag.
- French became the national language.
- Uniform weights and measures were adopted.
- Abolishment of internal customs duties and dues.
- A centralized administrative system was established.
- National Assembly was renamed as 'Estate General', which was elected by the citizens.

NAPOLEON (1769-1821)

- Ruler of France from 1799-1815.
- Became the first consul by assuming absolute powers.
- Napoleonic Code (1804) or Civil Code
  - Simplification of administrative divisions.
  - Right to property for French citizens.
  - Abolishment of all privileges based on birth right.
  - Equality before law
  - Removed restrictions on guilds in towns.
  - Abolishment of feudal system & serfdom.
  - There was improvement in transport and communication system.

GREEK REVOLUTION (1830)

- Greek War of Independence
- Since 15th cen., Greece was part of the Ottoman Empire.
- Struggle for Greece's Independence started with the Growth of nationalism in Europe from the Ottoman empire in 1821.
- Support from the West European countries.
- Greek culture and literature inspired the poets and artists who supported the revolution.

GERMANY REVOLUTION OF THE LIBERALS (1848)

- 831 elected representatives marched to take their places in the Frankfurt Parliament.
- Drafted a Constitution for a German nation based on constitutional monarchy.
- Prussian King Friedrich Wilhelm IV —rejected their demands.
- The parliament mainly took interest in the workers and artisans – as it was largely dominated by the middle class members.
- Troops forcibly disbanded the assembly.

UNIFICATION OF GERMANY (1866-71)

- Efforts were made by the middle class Germans to write the different regions of German Confederation into a nation-state.
- These efforts were suppressed by the monarchy and military and the landowners in Prussia.
- The national unification was taken under by the leadership of Prussia.
- Otto-Von Bismark of Prussia played the role of a main leader in act of nation-building.
- 1871 – Kaiser William I was declared as the new Emperor of a new Empire.
  - The unification of Germany established Prussian dominance in Europe.
  - Currency, banking, legal and judicial systems were introduced by the New German Empire.

UNIFICATION OF ITALY

- Mid 19th Century
  - Was divided into 7 states.
  - Only Sardinia-Piedmont Was ruled by an Italian princely house.
  - North was ruled by Austrian Habsburgs.
  - Whereas the centre was under Pope.
  - And the south was under the Bourbon Kings of Spain.
- Around 1830s
  - For uniting Italian Republic-Giuseppe Mazzini program was formed.
  - Young Italy – a secret society was also formed during this time.
  - Failure of revolutionary uprisings from 1831-1848 by King Victor Emmanuel II.
  - Count Cavour –Chief Minister of Sardinia – Piedmont – led the movement for the unification of Italy.
- Sardinia – Piedmont's force marched into South Italy and the Kingdom of the Two Sicilies and drove out the Spanish rulers.
- 1859 Austrian forces were defeated by France + Sardinia – Piedmont alliance.
- 1861 Victor Emanuele became the king of United Italy and Rome was declared the capital of Italy.

VISUALISING THE NATION

- Artists in 18th and 19th centuries personified nations.
- Represented country as a person called 'Allegory'.
- Female figures became an allegory of the nation.
- During French Revolution, artists used female allegory to portray ideas like liberty, justice and republic.
- In French, she was christened 'Marianne'
  - Germania wears a crown of oak leaves as the German oak stand for heroism.
  - Germania became the Allegory of Germany.
  - In red cap, the tricolor the cockade represented liberty and the Republic.

BRITAIN

- Before 18th century, it was not a nation state.
- Constant growth in power helped Englishnation to extend their control over other nations and islands.
- England entrenched as a nation. The power of the monarchy was taken over by the English parliament.
- An Act of the Union was formed between England and Scotland by the United Kingdom of Great Britain.
- Scotland and Ireland was dominated by England in all aspects.
  - British Nation was formed – which included various symbols- flag, national Anthem and the English language.
  - After the failed revolution led by the Wolfe and his United Irishmen (1798), British took over Ireland forcibly.

ASSIGNMENT

SOLVED NCERT QUESTIONS

1. Write a note on:

a. Guiseppe Mazzini **b.** Count Camillo de Cavour **c.** The Greek war of Independence

d. Frankfurt Parliament **e.** The role of women in nationalist Struggle

Ans. a. Guiseppe Mazzini: He was an Italian revolutionary, who played an important role in promoting the idea of unification of Italian state. He was sent into an exile at the age of 24 in 1831 for attempting a revolution in Liguria. He came to France in 1830 and founded two secret underground societies, under the name of 'Young Italy' and 'Young Europe', which aimed at infusing the spirit of fraternity among Italians. Their members were from Poland, France, Italy and the German states. Mazzini roamed in England and France, but continued writing articles, addressing and inspiring his countrymen. Mazzini laid the foundation of Italy's unification and inculcated the thoughts of patriotism among Italians duty and sacrifice. He was a poet, an idealistic thinker and a pioneer of revolution.

b. Count Camillo de Cavour: In 1848, he was elected a member of the first of Sardinia- Piedmont. He was neither a revolutionary nor democratic. He was convinced that economic progress and powerful army were two vital forces for the unification of Italy. In 1852, he became the Prime Minister and a new chapter opened in the history of Italy. He proved himself to be an extraordinary diplomat and marvellous politician of his time. Like Mazzini and Garibaldi, Cavour also was a true patriot and had determined to see Italy independent and unified.

c. The Greek war of independence: An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of Independence. The war of independence took place from 1821-1829 among the Greek revolutionaries against the Ottoman Empire. The Greek nationalists were inspired by the idea of Liberal nationalism. They got support from the other Greeks living in exile and also from many Western European who had sympathies for ancient Greek culture. There were poets and artists who hailed Greece as the cradle of European civilisation. Finally, the Treaty of Constantinople of 1832 recognised Greece as an Independent nation.

d. Frankfurt parliament: A large number of middle class professionals-businessmen and prosperous artisans belonging to different regions of Germany, came together in a political association and decided to vote for an all-German National Assembly in the city of Frankfurt. In 1848, 831 people were elected and decided to organise the Parliament at Frankfurt in the Church of St. Paul. This Assembly drafted a Constitution for a German nation to be headed by a monarch, subject to a parliament. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly. The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end troops were called in and the assembly was forced to disband.

e. The role of women in nationalist struggles: Over the years, a significant role was played by women in the national struggle, all over the world. They were active participants, who suffered the torture, stood in the protests, founded newspapers, taken part in political meetings and demonstrations, spread the idea of Liberal nationalism and also formed few revolutionary organisations. Though they were given either very little or no political rights; an example being the Frankfurt parliament, where women were admitted only as observers to stand in the visitor's gallery

2. What steps did the French revolutionaries take to create a sense of collective identity among the French people?

Ans. a. Ideas of la patrie (the fatherland)and le citoyen (the citizen) popularised the notion of a united community enjoying equal rights under a constitution.

b. A new French tricolour flag was chosen to replace the royal standard.

c. The Estate General was elected by the body of active citizens and renamed the National Assembly.

d. Poets composed new hymns, leaders took oath and martyrs were commemorated, all in the name of the nation. It was through folk songs, folk poetry and folk dances that the true spirit of the nation was

popularised. Collecting and recording these forms of folk culture was essential to the project of nation building.

e. To formulate uniform laws for all its citizens, a new centralised administrative system was established.

f. A uniform system of weights and measures was adopted and internal customs duties and dues were abolished.

g. Regional dialects were discouraged and French, as it was spoken and written in Paris, was adopted as the common language of the nation.

3. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

Ans. Marianne was mainly portrayed as a female figure, which was a given name for the French nation. Likewise, Germania was a given name for the German motherland. They stood as personifications of the 'Republic' and 'Liberty'. They mainly represented the idea of a nation in a concrete form. Their main purpose was to install a sense of nationality among the citizens of the country. Artists in the 18th & 19th centuries found a way out by personifying a nation. In other words, they represented a country as if it were a person. They used female allegory during French revolution to portray ideas of liberty, justice and republic. These ideas were represented through specific objects or symbols like red cap representing liberty. In France, she was Christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Statues of the Marianne were erected in public squares to remind the public of the national symbol of unity. In visual representation, Germania wears a crown of Oak leaves, as the German Oak stands for heroism.

4. Briefly trace the process of German unification.

Or

Describe the process of unification of Germany.

Ans. The middle class Germans united in 1848, to create a nation-state out of the numerous German states. But the initiative was repressed by the combined forces of the Monarchy and big landlords of Prussia. From then onwards, Prussia took over the initiative to unite Germany. This was carried out by the Chief Minister of Prussia, Otto Von Bismarck, and Prussian army and bureaucracy. His main objective was to unify Germany and this was done by three wars, which they fought over 7 years; with Austria, Denmark and France. The win led to Bismarck becoming the chancellor of North Confederation in 1867. After the win, in the Royal Palace of Versailles, the King of Prussia was crowned as the German Emperor. It symbolised the birth of a united Germany.

5. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him?

Ans. a. There were several changes introduced by Napoleon in the administrative system, to make it more efficient, they are as follows:

b. He established the Civil Code also known as the 'Napoleonic Code' in 1804. Due to this, privileges based on birth were abolished.

c. The civil code also established equality before law and secured right to property.

d. He also simplified the administrative division. There was abolishment of feudal system and peasants were freed from serfdom and manorial dues.

e. In towns, the guild system was removed. Transport and communication systems were improved.

f. New found freedom was thoroughly enjoyed by workers, peasants and artisans and new businessmen.

g. Small scale producer of goods began to realise that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods–capitals from one region to another. Businessmen appreciated the benefits of uniform laws.

6. Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

Ans. a. In 19th century Europe, the ideas of national unity were closely related to the ideology of liberalism. The

happenings of 1848 movements in France brought the renunciation of monarchy and a republic, which was mainly based on the universal male franchise. While in countries like France, food shortages and widespread unemployment during 1848 led to popular uprisings, in other parts of Europe (such as Poland, Italy, Germany and the Austro-Hungarian Empire), men, and women of the liberal middle classes came together to voice their demands for the creation of nation-states based on parliamentary principles.

b. Frankfurt Parliament: In German regions, a large number of political associations of the middle class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for the all German National Assembly. On 18th May, 1848, 831 elected representatives marched to take their places in the Frankfurt Parliament. They drafted a constitution for a German nation to be headed by a monarchy, subject to a parliament.

c. Issue of Women: In the liberal movement, a large number of women had participated actively. Women had formed their own political associations, and taken part in political meetings and demonstrations. Despite that, they were denied the right to vote.

d. Social, Political and economic ideas were supported by the liberals which were mainly based on the democratic ideas. Their demand was mainly, constitution with national unification- a nation state with a written constitution and parliamentary administration. They wanted to abolish class based partialities and birth rights from the society. Their national goal was to abolish serfdom and pursue equality. Another significant concept of the Liberians were 'the right to property', which was important to build a nation based on political, social and economic freedom.

7. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

Ans. A European cultural movement that aimed at developing national unity was Romanticism. It created a sense of shared heritage and a common history. Emotions, intuition and mystical feelings were some of the expressions used by the Romantic artists by which they tried to emphasise on national sentiments of the people.

Folk songs, dances and poetry contributed to the popularising spirit of nationalism and patriotic fervour in Europe. As folk culture was a major part of the lives of people, it carried a message of nationalism to a large and diverse population. The Polish composer Karol Kurpinski celebrated and popularised the Polish nationalist struggle through his operas and music, by turning folk dances into nationalist symbols.

Another important factor which played a significant role was language. For example, during Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. In this period, Russian language was imposed everywhere and Polish was even taken out of schools. After the 1831 rebel against the Russians, large number of the polish clergy started using language as a weapon of national resistance. This was done by using Polish language in Church gatherings and religious instructions and refused to preach Russian.

8. By focussing on any two countries, explain how nations developed over the 19th century.

Ans. We would be taking Germany and Italy as our two examples:

Revolutionary uprising: The revolutions and uprisings of the masses in the 19th century was led by the educated, liberal middle classes. An all-German National Assembly was formed in 1848, where middle classes from various regions of Germany came together. However, on facing opposition from the aristocracy and military, and on losing its mass support base, it was forced to disband.

Unitary Italian Republic was established due the revolutions led by leaders like Giuseppe Mazzini during the 1830s. Though the revolutionary uprisings of 1831 and 1848 failed to unite Italy.

Political fragmentation: The present-day nations of Germany and Italy were divided into separate regions and kingdoms, which were ruled by various princely houses till the middle of the 19th century.

Unification with the help of army:

After the Failures of the revolutions, the aristocracy and the army continued the process of unification of German and Italian. The Chief Minister of Prussia Otto Von Bismarck united Germany with the help of the bureaucracy and Prussian army. The German empire was formed in 1871.

And important role was played by the Italian state of Sardinia-Piedmont similar to that played by Prussia. The Movement was led by Count Camillo de Cavour, the Chief Minister, to unite the different states of 19th century Italy in which he had the alliance of France and the support of the army. The regions conquered by Giuseppe Garibaldi and his Red Shirts joined with the northern regions to form a united Italy. The Italian nation recognised in 1861 and in 1870, the Papal states joined in.

9. How was the history of nationalism in Britain unlike the rest of Europe?

Ans. No British nation existed prior to the 18th century. The British Isles consisted of different ethnic groups like the English, Welsh, Scot and Irish. Each group followed their own cultural and political traditions. On the other side, due to the growth of wealth and importance of power in the English state, could easily extend its influence over the other states of islands. National symbols like the English language, British Flag and National Anthem were promoted to identify the nationality of the nation.

No Revolution: While in France, nationalism was developed through revolutions, in Britain, it was the result of a long drawn out process.

English Parliament: While other European countries like Germany, Italy, Netherlands, Sweden, etc., had to wage wars either to gain independence or to unify their countries, Britain accomplished this objective through Parliamentary Acts.

The British parliament played a major role in restraining the power of the monarchy in 1688, through various bloodless revolutions. England and Scotland formed an Act of Union (1707) which laid the crux of the 'United Kingdom of Great Britain'. English culture mainly dominated the British nation, whereas Scotland's distinctive culture and political institutions were slowly and systematically supressed. Thus, unlike the rest of the Europe, nationalism came in Britain from the decisions of the people in power and not by people's desire to unite or countrywide movements.

10. Why did nationalist tensions emerge in the Balkans?

Ans. One of the main reasons for the tension to emerge in Balkans was because the people aspired to nationalism. During the 19th century, major portion of Balkans was under the Ottoman Empire. They tried to adopt modern techniques to make changes in the internal backwardness of the state but they did not succeed.

Ethnic Variation: The Balkans was a region of geographical and ethnic variations comprising modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. Their inhabitants were known as slaves.

Disintegration of Ottoman Empire: A large part of Balkans was under the control of the Ottoman empire. The ideas of romantic nationalism in the Balkans together with disintegration of the Ottoman Empire made this region very explosive.

Subjugation: Soon many foreign powers attempted to subjugate these newly independent states. The Balkan people tried to claim independence by using history to prove that they had once been independent. Hence, the rebellious nationalities struggled to win back their long-lost independence.

Jealousy: There was a jealousy among the Balkan states and each hoped to expand their boundaries at the expense of others. During this period, the ideology of Europe was changed, the liberal feelings were narrowed down with limited ends. Intolerance followed among the groups and they were ready to fight a war.

Power struggle: Russia, Germany, Austria, Hungary and Britain, the European powers were interested to expand their own imperialism. Trade, colonies, naval and military powers were some of the major factors which all the European powers were struggling for. They were all very keen on controlling the hold of the other powers and extending their own.

OTHER IMPORTANT QUESTIONS

One Mark Questions

1. Who was Frederic Sorrieu?

Ans. Frederic Sorrieu was a French artist, who prepared a series of four prints, visualising his dream of a world made up of democratic and social republics.

2. What does 'Absolutist' mean?

Ans. Precisely, a government or system of rule that has no restraints on the power exercised. In history, the term refers to a form of monarchical government that was centralised, militarised and repressive.

3. What was the strong demand of the emerging middle classes in Europe during nineteenth century?

Ans. The strong demand of emerging middle class in Europe was freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.

4. What was the objective of Treaty of Vienna?

OR

What was the main aim of Treaty of Vienna 1815?

Ans. The aim was to reverse most of the changes that had come about in Europe during the Napoleonic war. The Bourbon dynasty, which had been deposed during the French Revolution was restored to power.

5. What was the main aim of revolutionaries of Europe during the years following 1815?

Ans. Aim of revolutionaries of Europe: To oppose monarchial forms of government.

6. Name the Treaty of 1832 that recognised Greece as an independent nation.

Ans. Treaty of 1832: Constantinople Treaty.

7. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830–1848?

Ans. Event that mobilized nationalist feelings: The Greek War of Independence.

8. Who was Otto von Bismarck?

Ans. Bismarck was the Chief Minister of Prussia and was the architect of the unification of Germany. He carried out this process of unification with the help of Prussian army and bureaucracy.

9. Who was proclaimed the King of United Italy in 1861?

Ans. Victor Emmanuel-II was proclaimed King of United Italy in 1861.

10. What is an Allegory? State any one example to clarify the same.

Ans. Allegory: When an abstract idea for instance; greed, envy, freedom, liberty is expressed through a person or a thing. It is symbolic. **Examples:** Statue of Liberty, Marianne, Germania, etc.

11. Who remarked "when France sneezes the rest of Europe catches cold".

Ans. Metternich remarked, "when France sneezes, the rest of Europe catches cold."

12. Who was proclaimed German Emperor in a ceremony held at Versailles in January 1871?

Ans. Kaiser William I of Prussia was proclaimed German Emperor in a ceremony held at Versailles in January 1871.

13. What was the meaning of liberalism in early nineteenth century in Europe?

Ans. LIBERALISM-stood for freedom for individual and equality for all before the laws.

THREE MARKS QUESTIONS

1. Explain the role of romanticism in national feeling.

OR

"The development of nationalism did not come about only through wars and territorial expansion. Culture played an important role in creating the idea of the nation." Elaborate upon the statement.

Ans. Romantic artists and poets created a sense of shared collective heritage, a common cultural past, as the basis of a nation.

It was through folk songs, folk poetry, and folk dances that the true spirit of the nation was popularised.

Emphasis was given on the vernacular language and the collection of folklore, to carry the modern nationalist message to large audiences.

2. Describe any three conditions that led to the formation of the British Nation State.

Ans. The conditions that led to the formation of the British Nation State were:

a. The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions. But as the English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.

b. The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged.

c. The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members.

3. 'Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism'. Support the statement with arguments.

Ans. Liberalism

Liberalism stood for freedom for the individual and equality of all before the law. Politically, it emphasized the concept of government by consent.

a. Derived from' liber' means free

b. Stood for freedom for all and equality for all before the law

c. Politically –Govt. by consent

d. Universal suffrage, right to vote for all

e. French revolution stood for the end of autocracy and clerical privileges, a constitution and representative govt. through parliament.

f. Struggles for equal political rights.

g. It stressed on Economically, inviolability of private property.

h. Freedom of markets and abolition of state restrictions.

i. Any other relevant point

4. How had the female figures become an allegory of the nation during nineteenth century in Europe? Analyse.

Ans. The female figures as an allegory of the nation:

a. Artists found a way out to represent a country in the form of a person.

b. Then nations were portrayed as female figures.

c. The female figure was chosen to personify the nation. It did not stand for any particular woman in real life.

d. It gave the abstract idea of the nation a concrete form.

e. Thus, the female figure became an allegory of the nation.

f. During the French Revolution, artists used the female allegory to portray idea such as Liberty, Justice and the Republic.

FIVE MARKS QUESTIONS

1. Briefly explain the process of unification of Italy.

Ans. a. Political Fragmentation: Like Germany, Italy was also politically fragmented. During the middle of the 19th century, Italy was divided into seven states, of which only one, Sardinia–Piedmont was ruled by an Italian Prince.

b. Role of Mazzini: Giuseppe Mazzini made efforts to unite Italian Republic. He had formed a secret society called 'Young Italy' for achieving his goal.

c. Role of Count Cavour: He was the chief minister who led the movement to unify Italy. He formed a tactful diplomatic alliance with France and defeated the Austrian forces.

d. Role of Giuseppe Garibaldi: Garibaldi also formed armed volunteers. In 1860, they marched into South Italy and the Kingdom of Two Sicilies and succeeded in driving out the Spanish rulers.

In 1861, Victor Emmanuel II was proclaimed King of United Italy.

2. Who hosted 'Vienna Congress' in 1815 ? Analyse the main changes brought by the 'Vienna Treaty.'

OR

Describe the main clauses of the Treaty of Vienna of 1815.

Ans. The main clauses of the Treaty of Vienna signed in 1815 were:

Vienna Congress: The Congress was hosted by the Austrian Chancellor "Duke Metternich".

a. The Bourbon dynasty which had been deposed during the French Revolution was restored to power.

b. France lost the territories it had annexed under Napoleon.

c. A series of states were setup on the boundaries of France to prevent French extension in future.

d. Kingdom of the Netherlands, included Belgium was setup.

e. Prussia was given important new territories on its western frontiers.

3. Explain the nation building process of Germany.

OR

Examine the 'Nation State Building' process in Germany after 1848.

Ans. German Unification

a. After 1848, nationalism in Europe moved away from its association with democracy and revolution.

b. Nationalist sentiments were often mobilized by conservatives for promoting state power and achieving political domination over Europe.

c. Nationalist feelings were widespread among middle-class Germans in 19 century.

d. In 1848 they tried to unite the different regions of the German confederation into a nationstate governed by an elected parliament.

e. This liberal initiative to nation-building was repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.

f. Prussia took on the leadership of Otto von Bismarck, who became the architect of this process.

g. Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.

h. In January 1871, the Prussian king, William I, was proclaimed German Emperor.

4. "The Habsbury Empire that ruled over Austria-Hungry, was a patchwork of many different regions and peoples." Justify the statement with suitable examples.

Ans.
- Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse people.
- They did not see themselves as sharing a collective identity or a common culture.
- The Habsburg empire that ruled over Austria-Hungry, for example, was a patchwork of many different regions and people.
- It included the Alpine regions—the Tyrol, Austria and the Sudetenland— as well as Bohemia, where the aristocracy was predominantly German speaking.
- It also included the Italian speaking princes of Lombardy and Venetia.
- In Hungry, half of the population spoke Magyar while the other half spoke a variety of dialects.
- In Galicia, the aristocracy spoke Polish.
- Besides these three dominant groups, there also lived within the boundary of empire, a mass of subject peasant peoples — Bohemians, Slovaks to the north, slovens in Carniola, Croats in the south and Romans to the east in Transylvania.
- The only tie binding these diverse groups together was a common allegiance to the emperor.

5. Explain the statement "When France sneezes, the rest of Europe catches cold."

Ans.
- Most of the European countries followed France persistently.
- The first upheavel took place in France in July 1830.
- The Bourbon kings, who had been restored to power during the conservative reaction after 1815, were now overthrown by liberal revolutionaries, who installed a constitutional monarchy with Louis Philippe at its head.
- 'When France sneezes, the rest of Europe catches cold' was spoken by Metternich.
- The July revolution sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.
- An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of Independence.