



# 1

## The Rise Of Nationalism In Europe

### OBJECTIVE TYPE QUESTIONS

- Which of the following options is true about Jacobin clubs?
  - Jacobin clubs were revolutionary political clubs.
  - Students and other members of educated middle classes began setting up Jacobin clubs.
  - Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790s.
  - All of these
- Which class did liberal-nationalists mainly belong to?
  - Elite class
  - Educated middle-class elite
  - Artisans
  - Low class
- In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and chose the correct option:

Assertion (A): Conservative regimes set up in France in 1815 were autocratic. They did not tolerate criticism and dissent and sought to curb activities that questioned the legitimacy of autocratic governments.

Reason (R): Most of the regimes did not impose censorship laws to control what was said in newspapers.

Options:

  - Both A and R are true and R is the correct explanation of A.
  - Both A and R are true but R is not the correct explanation of A.
  - A is correct but R is wrong.
  - A is wrong but R is correct.
- Find the incorrect option.
  - The major issue taken up by the liberal-nationalists, who criticised the new conservative order, was the freedom of press.
  - Socially and politically, a landed aristocracy was the dominant class in Europe.
  - The July Revolution sparked an uprising in Brussels which led to Switzerland breaking away from the United Kingdom of the Netherlands.
  - Nationalism, aligned with imperialism, led Europe to disaster in 1914.
- Name the painting made by Frederic Sorrieu in 1848.
- Who remarked "When France sneezes, the rest of Europe catches cold."?
  - Duke Metternich
  - Count Camillo de Cavour
  - Victor Emmanuel II
  - Giuseppe Garibaldi
- Which of the following is not a part of the concept of a nation-state?
  - Clearly defined boundary
  - National identity based on culture and history
  - Sovereignty
  - Freedom from monarchy
- Arrange the following in the correct sequence:
  - Napoleon invades Italy; Napoleonic wars begin
  - Fall of Napoleon; the Vienna Peace Settlement
  - Greek struggle for independence begins
  - Unification of Italy

Options :

- (a) (ii) - (iii) - (iv) - (i)
- (b) (iv) - (ii) - (iii) - (i)
- (c) (i) - (ii) - (iii) - (iv)
- (d) (i) - (iii) - (ii) - (iv)

9. Which of the following is true regarding how the new artists depicted liberty during the French Revolution?

- (a) As a female figure with a torch of enlightenment in one hand and the Charter of Rights of Man in the other hand.
- (b) As a blindfolded woman carrying a pair of weighing scales.
- (c) Through symbols like the red cap and broken chains.
- (d) Both (a) and (c)

10. Correct the following statement and rewrite :

In 1815, representatives of European powers— Russia, Germany, France and Austria— who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.

11. Which one of the following options best signifies this picture?



- (a) Giuseppe Garibaldi returning after his defeat against the combined French and Papal troops.
- (b) Napoleon as a postman on his way back to France after he lost the battle of Leipzig.
- (c) Each letter dropping out of the bag bears the names of territories Napoleon lost.
- (d) Both (b) and (c)

**Answers :**

1. (d) All of these
2. (b) Educated middle-class elite  
(**Educated middle-class elite** included professors, school teachers, clerks and members of the commercial middle classes – {like manufacturers, retailers, wholesalers})
3. (c) A is correct but R is wrong.  
(A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development rather than quick change is called **conservatism**. Conservative regimes set up in 1815 were autocratic (having absolute power). They did not tolerate criticism and opposition, and took steps to stop such activities that questioned the legitimacy (validity) of **autocratic governments**. Most of them imposed  **censorship laws** to control what was said in newspapers, books, plays and songs that reflected the **ideas of liberty and freedom**.)
4. (c) The July Revolution sparked an uprising in Brussels which led to Switzerland breaking away from the United Kingdom of the Netherlands.  
(The **July Revolution** set off/started an uprising (revolt) in Brussels which led to **Belgium** breaking away/separating from the United Kingdom of the Netherlands.)
5. The Dream of Worldwide Democratic and Social Republics – The Pact Between Nations
6. (a) Duke Metternich
7. (d) Freedom from monarchy
8. (c) (i) - (ii) - (iii) - (iv)  
((i) 1797, (ii) 1814-1815, (iii) 1821, (iv) 1859-1870)
9. (d) Both (a) and (c)
10. In 1815, representatives of **European powers- Britain, Russia, Prussia and Austria-** who had collectively defeated

Napoleon, met at Vienna to draw up a settlement for Europe.

11. (d) Both (b) and (c)

### SHORT ANSWER QUESTIONS

1. Explain the role of women in the nationalist struggles of Europe.

Ans. • Over the years, women actively participated in large numbers in the **liberal movement** (freedom struggle) by forming their own **political associations, founding newspapers and taking part in political meetings and demonstrations.**

• Despite this, they were **denied suffrage** (right to vote) during the election of the **all-German National Assembly.**

• When the **Frankfurt Parliament** met in the Church of St. Paul, women were allowed inside only as observers in the visitors' gallery.

2. Why did people who had earlier welcomed Napoleon opposed him later?

OR

Why was the Napoleonic rule over other regions unpopular with some sections of Europe?

OR

Explain how the initial enthusiasm of the people of France soon turned into hostility after Napoleon's takeover of France.

Ans. People who had earlier welcomed Napoleon opposed him later. The initial enthusiasm of the people of France soon turned into hostility (opposition) because it became clear that the new administrative arrangements did not support political freedom due to:

- Increased taxes
- Censorship (no person/media was allowed to say/print/publish anything against Napoleon)
- Forced conscription into French armies (forced enrolment in army) required to conquer the rest of Europe

3. Explain the conditions which were viewed as obstacles to economic exchange and growth by the new commercial classes during the 19th century in Europe.

Ans. • There were many state imposed restrictions on the movement of goods, capital and people.

• Each confederation (alliance of a number of groups) had its own system of weights and measures that involved time consuming calculations.

• Because of countless principalities (a state ruled by a prince), there were many check posts where customs duties (taxes imposed on goods) had to be paid by the merchants. This led to a rise in prices and a delay in supply.

### LONG ANSWER QUESTIONS

1. Describe the political ends that Friedrich List hopes to achieve through economic measures.

Ans. • To create a unified economic territory which did not have restrictions on the movement of goods, people and capital, in 1834, a **customs union or zollverein** (area with free trade) was formed.

• The **zollverein abolished (removed) tariff barriers** (taxes on imports which make imports more expensive) and reduced the number of currencies from over 30 to 2.

• According to Friedrich List, the aim of the **zollverein** was to **economically bind the Germans** into one nation.

• It would strengthen the nation materially (related to material goods) by **protecting its interests externally** (interests related to outside nations) and **increasing its production internally** (production happening inside the country).

• It would awaken and **give rise to national sentiments** by combining

individual and provincial (of a region) interests.

2. List out the changes drawn up by the Vienna Congress.

OR

Who hosted the Vienna Congress in 1815? Analyse the main changes brought by the treaty.

OR

What were the major proposals of the Treaty of Vienna of 1815?

- Ans. • In 1815, the **Austrian Chancellor** (head of government), **Duke Metternich**, hosted representatives of the European powers who had together defeated Napoleon, at Vienna, to undo most of the changes that had taken place in Europe during the Napoleonic wars.
- The main intention was to **restore the monarchies** that had been overthrown by Napoleon so as to create a new **conservative order** (rule that followed the old and traditional values) in Europe.
  - The Bourbon dynasty was restored to power and France lost the territories it had annexed (captured/occupied) under Napoleon.
  - To prevent French expansion in future, a number of states were set up on the boundaries of France. This led to the kingdom of Netherlands, which included Belgium, to be set up in the north and Genoa was added to Piedmont in the south.
  - Austria was given control of northern Italy. In the east, Russia was given part of Poland, while Prussia was given a portion of Saxony.
  - The **German confederation** of 39 states was left untouched.

3. Trace the process of unification of Italy.

- Ans. • Italy was divided into 7 states during the middle of the 19th century.
- Only Sardinia-Piedmont was ruled by an Italian princely house.

- The north was under Austrian Habsburgs.
- The centre was ruled by the Pope.
- The southern regions were under the Bourbon kings of Spain.

- **Giuseppe Mazzini** put together a well-organised programme for a unitary Italian Republic (united Italy) and formed a **secret society—Young Italy**, but it failed.
- The responsibility to unify the Italian states through war fell on **the ruler of Sardinia-Piedmont, King Victor Emmanuel II**.
- The movement to unify the regions of Italy was led by the **Chief Minister, Cavour**. Through a diplomatic alliance\* with France, Sardinia-Piedmont defeated the Austrian forces in 1859.
- Regular armies as well as armed volunteers joined the movement under the leadership of **Giuseppe Garibaldi**. In 1860, they marched into South Italy and the Kingdom of the Two Sicilies and won the support of local peasants to drive out the Spanish rulers.
- In 1861, **Victor Emmanuel II** was declared the king of united Italy. In 1870, Papal States were also joined to Italy.

[\* union or association formed by negotiations between representatives of different regions/states]

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

- Ans. • In the first half of the 19th century, there was a huge increase in population all over Europe. In most countries, there were more people looking for jobs than the employment opportunities available.
- Population from rural areas migrated to the cities in search of work and lived in overcrowded slums.
  - Small producers in towns faced tough

competition from imports of cheap machine-made goods from England (where industrialisation was more advanced than others).

- This was especially so in textile production, which was carried out mainly in homes or small workshops and was only partly mechanised (most of it was done by hand with very little use of machines).
- In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues\* and obligations.

[\* Payment that the peasants had to make under feudalism (a system in which people were given land by the nobility; in turn these people served them and fought for them during a war)]

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

Ans. Culture played an important role in developing the idea of nationalism as art and poetry, stories and music helped express and shape nationalist feelings.

- **Romanticism:**
  - The cultural movement called Romanticism criticised reason and science and focused on **emotions, intuition and mystical feelings** to create a sense of a shared and collective cultural past as the basis of a nation.
  - German philosopher, **Johann Gottfried Herder**, believed that true German culture was to be discovered among the common people – *das volk*.
- **Folk Culture:**
  - The true spirit of the nation (*volksgeist*) was made popular through **folk songs, folk poetry and folk dances**. Collecting and recording these forms of folk culture was essential to nation-building as it carried the modern nationalist

message to **large audiences**, who were mostly illiterate.

- In Poland, national feelings were kept alive through music and language. **Karol Kurpinski** celebrated the national struggle through his operas and music, and made folk dances like the polonaise and mazurka into nationalist symbols.

- **Language:**

- After Russian occupation, Polish language was forced out of schools and Russian language was imposed (made compulsory) everywhere.
- After a failed revolt against the Russian rule, many members of the clergy in Poland began to use language as a weapon of national resistance (the collective act or power of opposing) as the use of Polish came to be seen as a symbol of **struggle against the Russian dominance**.

6. **“The idealistic liberal-democratic sentiment of nationalism in the first half of the nineteenth century became a narrow creed with limited end.”**  
Examine the statement.

OR

**Why did nationalist tensions emerge in the Balkans?**

- Ans.
- In the first half of the nineteenth century, nationalist groups became more and more intolerant towards each other and this led to wars.
  - The most serious source of nationalist tension was an area called the **Balkans**. A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans along with the breakdown of the Ottoman Empire made this region very unpredictable.
  - The Balkan people used history to prove that they had once been independent but had eventually

been dominated by foreign powers and thus, they rebelled against the Ottoman Empire to win back their long-lost independence.

- As the different Balkan nationalities struggled to gain their independence, this area became an area of intense conflict. The Balkan states were very jealous of each other and each hoped to gain more territory than the others.
- The Balkans also became the scene of big power rivalry. During this period, there was intense rivalry among the European powers over trade and colonies, as well as naval and military might (power and strength).
- Each European power fought against the control of other powers and wanted to expand its own control over the area. This led to a series of wars in the region which finally resulted in the **First World War**.

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

- Ans.
- The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) promoted the idea of a united nation in which the entire community had equal rights under a constitution.
  - A **new French flag**, the tricolour (blue, white and red), was chosen to replace the earlier royal standard (flag used under the monarchy).
  - The Estates General (assembly of the different classes of French citizens) was elected by a group of active citizens (men who had the right to vote) and was renamed the **National Assembly**.
  - New **hymns** (religious songs or poems of praise) were composed, **oaths (promises) taken** and **martyrs commemorated** for the nation (people who died in the war were celebrated and respect was shown for them).
  - To run the nation, a centralised administrative system was put in

place which made uniform (equal and same) laws for all the citizens within its territory.

- Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
- Regional dialects (form of language specific to a particular region) were discouraged and French was promoted as the common language of the nation.

8. **Write a note on the Greek war of independence.**

OR

**Analyse the various events that led to the establishment of Greece as an independent nation in 1832.**

- Ans.
- The Greek war of independence gave rise to nationalist feelings among the educated elite (rich and powerful class of society) across Europe.
  - Greece had been a part of the Ottoman Empire (a Muslim empire) since the fifteenth century. In 1821, the growth of revolutionary nationalism in Europe inspired a struggle for independence in Greece.
  - Nationalists in Greece got support from other Greeks living in exile and from many West Europeans who supported ancient Greek culture.
  - Poets and artists praised Greece as the place of origin of European civilisation and thus, encouraged people to support its struggle against a Muslim empire.
  - Finally, the **Treaty of Constantinople** (an agreement) of 1832 recognised Greece as an independent nation.

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

OR

**Explain the unification of Great Britain.**

- Ans.
- The formation of the nation of Britain was unlike the rest of Europe because it was not the result of a sudden

upheaval or revolution. It was the result of a long process.

- Before the formation of the British nation, the identity of the people living there was more ethnic (relates to a common racial, tribal or cultural origin or background that a community/group identifies/relates with) such as English, Welsh, Scot or Irish.
- But, as the English nation (English ethnic group) slowly grew in wealth, importance and power, it extended its influence over the other nations.
- The English Parliament seized (take forcefully) power from the monarchy in 1688 after a very long conflict and built a nation-state with England at its centre.
- The **Act of Union (1707)** between England and Scotland resulted in the formation of the '**United Kingdom of Great Britain**' and brought Scotland under the influence of England. (England was now able to impose/force its influence on Scotland).
- In Ireland, the English helped Protestants establish their dominance over Catholics. After a failed Catholic revolt in 1798, Ireland was forcefully incorporated into the United Kingdom in 1801.
- Thus, the British nation was formed through the domination of English culture and not through revolutions and wars.
- So, Britain became unified but to bring the sense of collective identity among all, the symbols of the new Britain – the **British flag (Union Jack)**, the **national anthem (God Save Our Noble King)**, the **English language** – were actively promoted.

**10. Write a note on the Frankfurt parliament.**

**Ans.** • In the German regions, a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together

in the city of Frankfurt and decided to vote for an **all-German National Assembly**.

- On 18 May 1848, 831 elected representatives marched in a festive procession to the first **Frankfurt Parliament**, held at the Church of St. Paul.
  - They drafted a constitution for a German nation which would be run by a monarchy under the guidance of a parliament (assembly of elected representatives).
  - The crown was offered to Friedrich Wilhelm IV, King of Prussia, who rejected this structure and joined other monarchs to oppose the elected assembly as he did not want his powers to become limited.
  - As the opposition of the aristocracy (upper class) and military became stronger, the social basis of the parliament became weak (the assembly lost the support of aristocracy and military).
  - The parliament was dominated by the middle classes who resisted the demands of workers and artisans and as a result lost their support as well.
  - In the end, it was forced to disband (break up) on 31 May 1849.
- 11. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?**

**OR**

**“While it is easy to represent a ruler through a portrait or a statue, how does one go about giving a face to a nation?” Examine this question in context of European nationalism in five points.**

- Ans.** • **Marianne and Germania** were female allegories (when an abstract idea {like greed, freedom, liberty} is expressed through a person/thing/symbol) invented by artists in the nineteenth century to represent the nation.
- Marianne, a popular Christian name,

was used in France to represent a nation of the people.

- Her characteristics were taken from the ideas of **Liberty** and the **Republic**— the red cap, the tricolour flag and the cockade (knot of ribbons worn in a hat as a badge). Marianne images were also marked on coins and stamps.
- Similarly, Germania was an allegory for the German nation. She wears a crown of oak leaves, as the German oak stands for **heroism**.
- Importance of the way in which they were portrayed-
  - They were symbols of national unity.
  - They gave rise to a sense of nationality among the people.
  - They stood for ideals like liberty and the republic.

12. **“Till the mid-18th century, there were no nation-states in Europe.” Support the statement with examples.**

- Ans. • What we know today as Germany, Italy and Switzerland were divided into **regional dynastic kingdoms** (kingdoms wherein in each region, the rulers came from the same family, for example, when a ruler died, his son would become the next ruler and so on).
- Eastern and Central Europe were under monarchies and diverse people lived within their territories. They spoke different languages and belonged to different ethnic groups.
  - For example, the Habsburg Empire that ruled over Austria-Hungary was made up of many different regions and peoples.
    - It included the Alpine regions – the Tyrol, Austria and the Sudetenland - as well as Bohemia, where the aristocracy spoke German.
    - It also included the Italian-speaking provinces of Lombardy and Venetia.
    - Half of the population in Hungary

spoke Magyar while the other half spoke a variety of dialects. In Galicia, the aristocratic people spoke Polish.

- A number of peasants also lived within the empire – Bohemians and Slovaks to the north, Slovenes in Carniola, Croats to the south, and Roumans to the east in Transylvania.
  - The only tie that bound these diverse groups together was their common support and loyalty to the emperor.
13. **Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?**

- Ans. • The **1848 revolution of the liberal-nationalists** refers to the revolution led by the educated middle classes that happened at the same time as the revolts of the poor, unemployed and starving peasants and workers in many European countries.
- Food shortages and widespread unemployment in France brought an end to the monarchy and a republic was set up based on universal male suffrage (all men above the age of 21 could vote).
  - In other parts of Europe such as Germany, Italy, Poland, the Austro-Hungarian Empire, men and women of the liberal middle classes took advantage of the political unrest and demanded constitutionalism (constitutional government based on a fixed set of principles) and a united nation.
  - Politically, the liberals wanted a nation-state that was based on parliamentary principles, i.e., they wanted a constitution, freedom of the press and freedom of association (an individual’s right to join or leave any group and that group’s right to take actions for the interest of its members).
  - Socially, they wanted serfdom (forced to work on the lord’s land under the feudal system) and bonded labour

(forced labour wherein the labourer owes some debt) to be abolished. They also wanted to rid society of its class-based privileges.

- Economically, they demanded restrictions on the movement of goods and services, which were imposed by the state, to be removed.

**14. Briefly trace the process of German unification.**

- Ans.**
- In 1848, middle-class Germans tried to unite the different regions of the **German confederation** into one nation-state that was governed by an elected parliament.
  - This movement was put down by the monarchy and the military together, which was supported by the large landowners (called **Junkers**) of Prussia.
  - Prussia took on the leadership of the movement for a united nation (the movement for **national unification**). This movement was led by the **Prussian chief minister, Otto von Bismarck**, with the help of the Prussian army and bureaucracy (government in which most of the important decisions are taken by state officials rather than by elected representatives).
  - Three wars, with Austria, Denmark and France, over seven years, ended in Prussia winning and completing the process of unification.
  - On 18 January 1871, in an assembly held at the Hall of Mirrors in the Palace of Versailles, the new German Empire was proclaimed (officially and publically announced), headed by **Kaiser William I of Prussia**.
  - The nation-building process in Germany had demonstrated (showcased) the dominance of Prussian state power. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.

**15. Write a note on Civil Code of 1804/ Napoleonic Code.**

**OR**

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

- Ans.**
- Napoleon introduced **revolutionary principles in the administrative system** to make the whole system more well-organised and efficient.
  - These changes come under the **Civil Code of 1804**, usually known as the **Napoleonic Code**. In this:
    - \* all **privileges based on birth** were **abolished**
    - \* **equality before the law** was established (all people would be treated equally in the eyes of the law)
    - \* the **right to property** (every citizen has the right to buy, keep and sell property and that no one can take their property except the law) was secured
  - This Code was applied to all the regions under French control.
  - In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon made the administrative divisions simpler, he abolished the feudal system and manorial dues (fees that the peasant owes to his lord).
  - In the towns, **guild restrictions** (restrictions imposed on trade and manufacturing) were removed.
  - **Transport and communication systems** were improved.
  - For businessmen and small-scale producers of goods, **uniform laws, standardised weights and measures**, and a **common national currency** helped in the movement and exchange of goods and capital from one region to another.

**16. Write a note on Giuseppe Mazzini.**

- Ans.**
- **Giuseppe Mazzini** was an Italian revolutionary, born in Genoa in 1807, who became a member of the secret society of the Carbonari (network of secret revolutionary societies with

the main aim of creating a free and unified Italy).

- In 1831, at the age of 24, he was sent into exile (sent away from your own country) for trying to start a revolution in Liguria.
- He founded two underground societies— **Young Italy in Marseilles** and then **Young Europe in Berne**. The members of these societies were young men from Poland, France, Italy and the German states, who thought like Mazzini. He inspired secret societies to be set up in Germany, France, Switzerland and Poland.
- Mazzini believed that God had intended nations to be the natural units of mankind and so, Italy, which was divided into a number of smaller states and kingdoms, needed to be unified into a single republic, within an alliance of nations. This unification would lead to Italy's freedom.
- Conservatives were frightened of Mazzini's opposition to monarchy and his vision of a democratic republic. He was described as the most dangerous enemy of Italy's social order.

17. **Read the extract and answer the questions that follow:**

Ernst Renan, 'What is a Nation?': In a lecture delivered at the University of Sorbonne in 1882, the French philosopher Ernst Renan (1823-92) outlined his understanding of what makes a nation. The lecture was subsequently published as a famous essay entitled 'Qu'est-ce qu'une nation?' ('What is a Nation?'). In this essay Renan criticises the notion suggested by others that a nation is formed by a common language, race, religion, or territory: 'A nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one

bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity... Its existence is a daily plebiscite... A province is its inhabitants; if anyone has the right to be consulted, it is the inhabitant.

A nation never has any real interest in annexing or holding on to a country against its will. The existence of nations is a good thing, a necessity even. Their existence is a guarantee of liberty, which would be lost if the world had only one law and only one master.

- Who is Ernst Renan?**
- Summarise the attributes of a nation, as Renan understands them.**
- Why, in his view, are nations important?**

**Ans :** (i) Ernst Renan was a French philosopher.

- According to Renan, a nation is not formed by a common language, race, religion, or territory.
- A long past of **endeavours** (efforts and hard work), **sacrifice** and **devotion** are important to form a nation.
- A nation is a large-scale **solidarity**, i.e., the people have common glories in the past, a common will (determination) in the present, performed great deeds together, and wish to perform ever more.
- The existence of a nation is a daily **plebiscite**, meaning all the people of a region are consulted on a proposal and the vote of every citizen counts.

(iii) The existence of a nation is necessary as it is a guarantee of **liberty** (freedom from restrictions), which would be lost if the world had only one law and only one master.

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