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- **India and the Contemporary World-II**
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- **Indian and the Contemporary World-II (History)**
- **Contemporary India-II (Geography)**
- **Democratic Politics-II (Political Science)**
- **Understanding Economic Development (Economics)**

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The Rise of Nationalism in Europe

CHAPTER IN BRIEF

- In 19th century Europe, nationalism brought drastic changes in the political and intellectual atmosphere. Nation-State emerged as the result of these changes.
- In 1789, the French Revolution led to the radical transformation. The transfer of sovereignty from monarchy to a body of French citizen, known as Estate General took place.
- Reforms introduced by Napoleon were collectively known as the Civil Code of 1804. These were introduced to make administrative machinery more efficient.
- The word 'liberalism' stood for freedom in the political, social and economic spheres.
- Napoleon was defeated in the Battle of Waterloo by the collective forces of Britain, Prussia, Russia and Austria.
- Congress of Vienna did not tolerate criticism and dissent and resulted into several liberal-nationalist groups going underground.
- Formation of nation-state was considered as a prerequisite to freedom struggle by the revolutionary groups.
- The Greek War of independence inspired the liberal-nationalists to a large extent.
- Culture also played an important role in forming the idea of the nation.
- Europe faced hunger and hardships due to great economic problems in 1830s.
- An attempt was made to unite various regions of German Confederation which resulted in rise of nationalism in Germany in mid 1880s. It was suppressed by combined forces of monarchy and military. Late on, Prussia assumed the leadership of national unification movement.
- Giuseppe Mazzini formed 'Young Italy' secret society to put together a coherent programme for a unitary Italian republic.

- Formation of Nation-State in Britain was an elongated process without sudden turbulence or revolution.
- Nationalism along with imperialism led Europe to a disaster in 1914. During 19th century colonies of European countries in the world started resisting imperial dominance.

NCERT TEXTBOOK QUESTIONS (SOLVED)

Write in brief

Q.1. Write a note on:

(a) Giuseppe Mazzini

Ans. Giuseppe Mazzini was an Italian revolutionary. He was born in Genoa in 1807. He joined the secret society of the Carbonari. He was only 24 years old when he was exiled in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies namely, Young Italy in Marseilles and Young Europe in Berne. Members of these societies were like-minded young men from Poland, France, Italy and the German states. Mazzini believed that God had planned nations to be natural units of mankind. Therefore, Italy should not remain a 'patchwork' of small states and kingdoms. It had to be united into a single, unified republic within a wider alliance of nations. This unification should become the basis of Italian liberty. Following his ideas, secret societies were also set up in Germany, France, Switzerland and Poland. Mazzini's relentless opposition to monarchy and his vision of democracy made the conservatives nervous.

(b) Count Camillo di Cavour

Ans. Count Camillo di Cavour was the Chief Minister of Italy. He led the movement to unify the regions of Italy. He was neither a revolutionary nor a democrat. Like many other wealthy and educated members of the Italian elite, he spoke French better than Italian. Through a tactful and diplomatic alliance with France, which was engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.

(c) The Greek War of independence

Ans. Greece was a part of the Ottoman Empire since the 15th century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821. Nationalists in Greece got support from other Greeks living in exile and also from many Western Europeans sharing

sympathies for ancient Greek culture. Poets and artists elevated Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against an Islamic empire. Finally, the Treaty of Constantinople was signed in 1832 which recognised Greece as an independent nation. This war inspired nationalist feelings among the educated elites of Europe.

(d) Frankfurt parliament

Ans. Elections for an all-German National Assembly were held on the basis of universal adult franchise. Its first meeting was convened in the Church of St. Paul at Frankfurt in 1848. It aimed at enacting a constitution for unified Germany. It was decided to form a legislative assembly consisting of nearly six hundred elected members of different states and a cabinet. The Prussian King, Friedrich Wilhelm IV, was appointed as its head. Friedrich, however, 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. Consequently, autocratic and despotic governments were formed in several German states.

(e) The role of women in nationalist struggles

Ans. Women played a vital role in the national struggles of Europe. They participated actively in the liberal movement. They formed their own political associations, started several newspapers and took part in political meetings and demonstrations. For example, Madame Roland always opposed the rights of the French monarchy in her articles. She was the chairperson of the Girondin Party of France.

Q.2. What steps did the French revolutionaries take to create a sense of collective identity among the French people? (CBSE 2012)

Or

Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity among the French people. (CBSE 2016)

Or

What steps did the French revolutionaries take to create a sense of collective identity among the French people? Describe any five steps taken by French Revolutionaries to create a sense of collective identity among the French people. (CBSE 2015)

Ans. The French revolutionaries took the following steps to create a sense of collective identity among the French people:

- (i) They made the idea of the 'fatherland' popular among the citizens. These ideas laid stress on the notion of a united community enjoying equal rights under a constitution.
- (ii) They chose a new French flag or the tricolour to replace the former royal standard.
- (iii) The Estates General was elected by a body of active citizens and it was renamed as the National Assembly.
- (iv) New hymns were composed, oaths were taken and martyrs were commemorated in the name of the nation.
- (v) A centralised administrative system was established and it formulated uniform laws for all the citizens within its territory.
- (vi) Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.
- (vii) Regional dialects were discouraged and French became the common language of all the people in the nation.

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

Ans. Marianne and Germania were female allegories invented by the artists in the 19th century to represent the nation.

- (i) **Marianne:** In France, the female allegory was christened as Marianne, a popular Christian name. She illustrated the ideas of a people's nation. Her characteristics were drawn from notions of liberty and individualism – the red cap, the tricolour and the cockade. Statues of Marianne were erected in public squares to remind the public of national unity and motivate them. Marianne images were also marked on coins and stamps.
- (ii) **Germania:** Germania was the allegory of the German nation. In visual representations, she wears a crown of oak leaves, as the German oak stands for heroism.

Q.4. Briefly trace the process of German unification. (CBSE 2012)

Or

Describe the process of unification of Germany. (CBSE 2015)

- Ans.**
- (i) The German people did not live in a united nation. In 1848, efforts were made to unify the numerous German-speaking principalities into a nation-state under a democratic constitution. Men and women of the liberal middle classes combined their demands for constitutionalism along with national unification.
 - (ii) The middle class population took advantage of the growing unrest to push their demands for the creation of a nation-state.

This new state was to be based upon parliamentary principles, and freedom of the press and association.

- (iii) Different regions of the German Confederation were forged into a nation-state which was to be governed by an elected parliament. However, this initiative was subdued by the powerful forces of monarchy and military. They were supported by large landowners of Prussia known as *junkers*.
- (iv) From then, Prussia assumed the leadership of the movement for national unification. Its Chief Minister, Otto von Bismarck, was the chief architect of this process. The unification took place with the help of the Prussian army and bureaucracy.
- (v) Prussia won in the wars spread over seven years against Austria, Denmark and France. Hence, the process of unification was completed. The Prussian King, William I, was then proclaimed as the German emperor at Versailles.

On 18th January, 1871, an assembly constituting the princes of the German states, army representatives and prominent Prussian ministers including the Chief Minister Otto von Bismarck gathered to proclaim the new German empire.

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

(CBSE 2012)

Or

Explain any four provisions of the Napoleon Civil Code of 1804.

Or

“Napoleon had, no doubt, destroyed democracy in France but in the administrative sphere, he had incorporated revolutionary principles in order to make the whole system more rational and efficient.” Support the statement with arguments.

(CBSE 2016)

Or

Explain any five social and administrative reforms introduced by Napoleon in the region under his control.

(CBSE 2014)

Ans. Napoleon introduced the following changes to make the administrative system more efficient in the territories ruled by him:

- (i) Napoleon abolished all privileges based upon birth. He established equality before law and introduced the right to property.

- (ii) He simplified the administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
- (iii) He removed guild restrictions in the towns.
- (iv) He improved the systems of transport and communication.
- (v) Peasants, artisans, workers and new businessmen were given extensive freedom.
- (vi) He introduced uniform laws, standardised weights and measures and introduced a common national currency. Such measures facilitated the movement and exchange of goods and capital from one region to another.

Discuss

Q.1. 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 liberals meant a revolution that was led by the educated middle classes of Europe.

The events that occurred in February 1848 in France had brought the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe such as Germany, Italy, Poland and the Austro-Hungarian Empire, independent nation-states had not been formed. Hence, the men and women from the liberal middle classes demanded constitutionalism as well as national unification.

The ideas supported by the liberals are given as follows:

- (i) Politically, the liberals supported the ideas of government by consent; the end of autocracy and clerical privileges; a constitution; and, a representative and parliamentary form of government.
- (ii) Socially, the liberals laid stress on the abolition of discrimination based upon birth.
- (iii) Economically, the liberals stressed the inviolability of private property, the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.

Q.2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

(CBSE 2012)

Or

How did culture play an important role in creating the idea of the nation in Europe? Explain with examples.

(CBSE 2013)

Or

How did Romanticism seek to develop a particular form of national sentiment during the 18th century? Explain.

(CBSE 2010, 2012)

Ans. The growth of nationalism in Europe was not borne out of wars and territorial expansion. Different forms of culture such as art, poetry, stories and music played an important role. Following three examples can be given to show its contribution:

- (i) Romanticism sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticised the glorification of reason and science and focussed instead on emotions, intuition and mystical feelings. Their effort was to create a shared collective heritage and a common cultural past as the basis of a nation.
- (ii) Romantics, such as Johann Gottfried Herder, claimed that true German culture was to be found among the common people. It was through folk songs, folk poetry and folk dances that the true spirit of the nation could be revived. Therefore, collecting and recording these forms of folklore were essential to the process of nation-building.
- (iii) The vernacular languages were given emphasis not just to recover a forgotten ancient past, but also to carry the modern nationalist message to the masses. This was especially visible in the case of Poland, which had been divided in the end of the eighteenth century by Russia, Prussia and Austria. Even though Poland did not exist as an independent territory any longer, nationalist sentiments were kept alive through music and language. For instance, Karol Kurpinski popularised the national struggle in his musical performances and opera. The folk dances of polonaise and mazurka became important nationalist symbols.

Q.3. Through a focus on any two countries, explain how nations developed over the nineteenth century.

Or

Explain the process of unification of Germany and Italy.

Ans. In the course of the nineteenth century, several nations emerged in Europe. New nation-states were formed to replace the 'multi-national' dynastic empires. A nation-state was one in which the majority of the citizens shared common history, descent, language and culture. This similarity did not exist in the past, but they were forged through struggles led by the common people.

Unification of Germany: Nationalist feelings were widespread among the middle-class Germans in the nineteenth century. In 1848, an attempt was made to unite different regions of the

German Confederation into a nation-state governed by an elected parliament. This liberal initiative was repressed by the combined forces of the monarchy and the military, who were supported by the large landowners of Prussia.

Thereafter, Prussia took on the leadership of the movement for national unification. Its Chief Minister, Otto von Bismarck, was the most influential leader. He took the help of the Prussian army and bureaucracy in the process. Prussia won over Austria, Denmark and France and then the process of unification was accomplished. In January 1871, the Prussian king, William I, was proclaimed as the German emperor in a ceremony held at Versailles.

The new German Empire was formed when an assembly consisting of the princes of the German states, representatives of the army and important Prussian ministers including the Chief Minister, Otto von Bismarck, gathered in Versailles to proclaim a new empire headed by Kaiser William I of Prussia.

The nation-building process in Germany had demonstrated the dominance of Prussian state power. The new state placed a strong emphasis on modernising the currency, banking system as well as legal and judicial procedures in Germany. The practices followed in Prussia became a model for the rest of Germany.

Unification of Italy: In the middle of the 19th century, Italy was divided into seven states. Of these, only Sardinia-Piedmont was ruled by an Italian princely house. The north was under the Austrian-Habsburg Empire, the centre was ruled by the Pope while the southern regions were dominated by the Bourbon kings of France. Moreover, the Italian language had acquired multiple regional forms.

In the 1830s, Giuseppe Mazzini sought to formulate a coherent programme for a unitary Italian republic. He had established a secret society called Young Italy for the attainment of his goals. The revolutionary uprisings in 1831 and 1848 had largely failed. The responsibility of uniting Italian states now fell on King Victor Emmanuel II of Sardinia-Piedmont. The ruling elites saw the possibilities of economic development and political dominance, if Italy was unified.

The Chief Minister of Italy, Cavour led the movement to unify the regions of Italy. He was able to conclude a diplomatic alliance with France. Also, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859. Apart from regular troops, a large number of armed volunteers, under the leadership of Giuseppe

Garibaldi, also joined the movement. In 1860, these troops marched into south Italy and the kingdom of Two Sicilies. These areas were liberated and later conjoined with Sardinia. In 1870, Rome was vacated by France and it became a part of Sardinia. Hence, Italy was finally unified in 1871.

Q.4. How was the history of nationalism in Britain unlike the rest of Europe?

Or

How was the formation of the nation-state the result of a long-drawn-out process in Britain? Explain.

- Ans.** (i) In Britain, the history of nationalism was not similar to the rest of Europe. The nation-state in Britain was not the result of a sudden revolution, but it was a gradual process over time. Britain as a nation did not exist before the eighteenth century. People living in the British Isles belonged to different ethnicities such as English, Scot, Welsh or Irish.
- (ii) The ethnic groups had their distinct cultural and political traditions. However, when the English nation grew wealthy and important over time, it was able to extend its influence over other territories.
- (iii) The English Parliament had seized power from the monarchy in 1688. The Parliament played an instrumental role in forming the new nation-state with England as its centre.
- (iv) The Act of Union was signed between England and Scotland in 1701 and the 'United Kingdom of Great Britain' was formed. The British Parliament came to be dominated by the English members. The British identity could only be formulated if distinctive cultural traditions were suppressed. The Catholics living in the Scottish Highlands had to face extreme repression. This meant that Scotland's distinctive culture and political institutions were systematically suppressed. They were forbidden to speak their local language or wear traditional dresses. A large number of people were forcibly driven out of their homeland.
- (v) Ireland was divided between the Catholics and the Protestants. The English assisted the Protestants in Ireland to establish their superiority over the Catholics. The revolts started by the Catholics were crushed. Ireland was then forcibly incorporated into the United Kingdom in 1801.
- (vi) A new British nation was created through propagating the dominant English culture. The British Flag (or the Union Jack),

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