Learning Objectives

In this chapter, students will focus on:

- The goals of the Congress of Vienna, and the Concert of Europe, and how successful they were in achieving those goals
- The main tenets of conservatism, liberalism, nationalism, utopian socialism, and the roles they played in Europe
- The forces of change present and the responses in France and Great Britain between 1830 and 1848
- The causes of the revolutions of 1848, and why they failed
- How Europe responded to the need for order in society in the first half of the 19th century
- The characteristics of Romanticism, reflected in literature, art, and music
- Intellectual and artistic developments, and how they related to the political and social forces of the age

Lecture Outline

I. The Conservative Order (1815 – 1830)
   A. The Peace Settlement
      1. Quadruple Alliance: Great Britain, Russia, Austria, Prussia
      2. Congress of Vienna (1814 – 1815)
         a. The principle of legitimacy
         b. A new balance of power
   B. Conservative Ideology
      1. From Edmund Burke, Reflections on the Revolution of France
      2. Obedience to political authority
      3. Organized religion was crucial to social order
      4. Hated revolutionary upheavals
      5. Unwilling to accept liberal demands or representative government

II. Conservative Domination: The Concert of Europe
   A. The Concert of Europe
      1. Met several times: congresses
2. Quintuple Alliance
3. Principle of intervention
   a. Outbreak of revolution in Spain and Italy

B. The Revolt of Latin America
   1. Bourbon monarchy of Spain toppled
   2. Latin American countries begin declaring independence
      a. Simón Bolívar (1783-1830)
      b. José de San Martín (1778-1850)
   3. Britain began to dominate Latin American economy

C. The Greek Revolt, 1821-1832
   1. Intervention could support revolution as well
   2. Greek revolt in, 1820
   3. Britain, France, Russia at war
   4. Treaty of Adrianople, 1829

III. Conservative Domination: The European States
A. Great Britain: Rule of the Tories
   1. Landowning classes dominate Parliament
   2. Tory and Whig factions; Tories dominate

B. Restoration in France
   1. Louis XVIII (r. 1814 – 1824)
   2. Ultraroyalists

C. Intervention in the Italian States and Spain
   1. Conservative reaction against the forces of nationalism and liberalism

D. Repression in Central Europe
   1. Metternich and the forces of reaction
   2. Liberal and national movements in Germany
   3. Karlsbad Decrees (1819)

E. Russia
   1. Rural, agricultural, and autocratic
   2. Alexander I (1801-1825)
   3. Nicholas I (1825-1855)

IV. Ideologies of Change
A. Liberalism
   1. Economic liberalism (classical economics)
      a. Laissez-faire
   2. Political liberalism
      a. Ideology of political liberalism
   3. David Ricardo (1772-1823),
      a. Supported Women’s rights
      b. On the Subjection of Women

B. Nationalism
   1. Part of a community with common institutions, traditions, language, and customs
   2. The community is called a “nation”
3. Nationalist ideology
4. Allied with liberalism

V. Early Socialism
A. Utopian Socialists
   1. Charles Fourier (1772 – 1838)
   2. Robert Owen (1771-1858)
   3. Louis Blanc (1813 – 1882)
   4. Female Supporters
   5. Flora Tristan (1803 – 1844)

VI. Revolution and Reform, 1830-1850
A. Another French Revolution
   1. Charles X (1824-1830)
      a. Revolt by liberals
   2. Louis-Philippe (1830-1848)
      a. The bourgeois monarch
      b. Constitutional changes favor the upper bourgeoisie

B. Revolutionary Outbursts in Belgium, Poland, and Italy
   1. Austrian Netherlands given to Dutch Republic
   2. Revolt by the Belgians
   3. Revolt attempts in Poland and Italy

VII. Reform in Great Britain
A. The Reform Act of 1832
   1. New political power for industrial urban communities
   2. Benefited the upper middle class

B. New Reform Legislation
   1. Poor Law of 1834
   2. Repeal of the Corn Laws (1846)

VIII. The Revolutions of 1848
A. Yet Another French Revolution
   1. Scandals, graft, corruption, and failure to initiate reform
   2. Louis-Philippe abdicates, February 24, 1848
   3. Provisional government established
      a. Elections to be by universal manhood suffrage
      b. National workshops
      c. Growing split between moderate and liberal republicans
   4. Second Republic established
      a. Charles Louis Napoleon Bonaparte was elected in December, 1848

IX. Revolution in Central Europe
A. French revolts led to promises of reform
   1. Frederick William IV (1840-1861)
      a. Frankfurt Assembly
   2. Austrian Empire
      a. Louis Kossuth, Hungary
      b. Metternich flees the country
      c. Hungary’s wishes granted
Reaction, Revolution, and Romanticism, 1815–1850

Chapter 21

X. Revolts in the Italian States
   A. Giuseppe Mazzini (1805-1872)
      1. Young Italy, 1831
      2. Goal: a united Italy
   B. Cristina Belgioioso (1808-1871)
   C. Charles Albert (r. 1831 – 1849)

XI. The Failures of 1848
   A. Division within the revolutionaries
      1. Radicals and liberals
   B. Divisions among nationalities

XII. The Maturing of the United States
   A. The American Constitution contained forces of liberalism and nationalism
   B. Alexander Hamilton (1757-1804), Federalist
   C. Thomas Jefferson (1743-1826), Republican
   D. Effects of War of 1812
   E. John Marshall (1755-1835)
   F. Andrew Jackson (1767-1845) and democracy

XIII. The Emergence of an Ordered Society
   A. Development of a regular system of police
      1. Purpose of police
   B. French Police
      1. First appearance of new kind of police in Paris
   C. British Bobbies
      1. “Bobbies” introduced in 1829 – 1830
      2. Goal was to prevent crime
   D. Crime and Social Reform
      1. New poor laws
      2. Moral reformers
      3. Organized religion
   E. Prison Reform
      1. The United States takes the lead (Auburn Prison in New York, Walnut Street Prison in Philadelphia)
      2. Prison reform in France and Britain

XIV. The Characteristics of Romanticism
   A. Emotion, sentiment, and inner feelings
   B. Tragic figure
      1. Johann Wolfgang von Goethe (1749-1832),
      2. The Sorrows of the Young Werther
   C. Individualism
   D. Interest in the past
      1. Grimm Brothers
      2. Hans Christian Andersen
      3. Walter Scott
   E. Gothic literature
Chapter 21  Reaction, Revolution, and Romanticism, 1815–1850

1. Edgar Allan Poe (1808-1849)
2. Mary Shelley (1797-1851)

F. Experimentation with drugs

XV. Romantic Poets and the Love of Nature

A. Percy Bysshe Shelley (1792-1822)
   1. Prometheus Unbound

B. Lord Byron (1788-1824)
   1. Childe Harold’s Pilgrimage

C. William Wordsworth (1770-1850)
   1. The mysterious force of nature

D. Critique of Science

XVI. Romanticism in Art and Music

A. Casper David Friedrich (1774-1840)
   1. God and nature

B. Eugène Delacroix (1798-1863)
   1. Passion for color

C. Ludwig van Beethoven (1770-1827)

XVII. Religion in the Age of Romanticism

A. Revival of Catholicism
   1. François-René de Chateaubriand

B. Revival of Protestantism

Lesson Plan

AP Standards

1. Intellectual and Cultural History
   • Changes in religious thought and institutions
   • Major trends in literature and the arts
   • Relationship to social values and political events
   • Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   • The diffusion of new intellectual concepts among different groups
   • Developments in elite and popular culture: religion, family, work, and ritual

2. Political and Diplomatic History
   • The rise and functioning of the modern state
   • Relations between Europe and the world: colonialism
   • Political elites, and the development and ideologies of political parties
   • The extension and limitation of rights and liberties
   • The growth and changing forms of nationalism
   • Forms of political protest, reform, and revolution
   • Relationship between domestic and foreign policies
• Efforts to restrain conflict: treaties, diplomacy, international organizations

3. Social and Economic History
• The shift in social structures, and changing distribution of wealth and poverty
• Changing definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
• Private and state roles in economic activity
• Development of racial and ethnic group identities

Suggested Time
4 traditional classes or 2 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 21 at www.thomsonedu.com/history/spielvogel.

Glossary

Balance of power: a distribution of power among several states such that no single nation can dominate or interfere with the interests of another.

Burschenschaften: student societies in Germany dedicated to the cause of a free, united German nation.

Conservatism: an ideology based on tradition and social stability that favored the maintenance of established institutions, organized religion, and obedience to authority and resisted change, especially abrupt change.

Ideology: a political philosophy such as conservatism or liberalism.

Intervention, principle of: the idea, after the Congress of Vienna, that the great powers of Europe had the right to send armies into countries experiencing revolution to restore legitimate monarchs to their thrones.

Legitimacy, principle of: the idea that after the Napoleonic wars peace could best be reestablished in Europe by restoring legitimate monarchs who would preserve traditional institutions; guided Metternich at the Congress of Vienna.

Liberalism: an ideology based on the belief that people should be as free from restraint as possible. Economic liberalism is the idea that the government should not interfere in the workings of the economy. Political liberalism is the idea that there should be restraints on the exercise of power so that people can enjoy basic civil rights in a constitutional state with a representative assembly.
Ministerial responsibility: a tenet of nineteenth-century liberalism that held that ministers of the monarch should be responsible to the legislative assembly rather than to the monarch.

Nationalism: a sense of national consciousness based on awareness of being part of a community—a “nation”—that has common institutions, traditions, language, and customs and that becomes the focus of the individual’s primary political loyalty.

Pantheism: a doctrine that equates God with the universe and all that is in it.

Romanticism: intellectual movement of the late eighteenth / early nineteenth century that emphasized the importance of intuition, feeling, emotion and imagination in the search for knowledge and truth.

Socialism: an ideology that calls for collective or government ownership of the means of production and the distribution of goods.

Ultraroyalists: a faction in France who favored a return to a monarchical system dominated by a privileged aristocracy and allied with the Catholic church.

Utopian socialists: intellectuals and theorists in the early nineteenth century who favored equality in social and economic conditions and wished to replace private property and competition with collective ownership and cooperation; deemed impractical and “utopian” by later socialists.

See interactive Flashcards for Chapter 21 at www.thomsonedu.com/history/spielvogel.

Lecture and Discussion Topics

3. The Romantic Movement in Art [a slide lecture].
4. The Successes and Failures of Revolutions.

Group Work Suggestions and Possible Projects

1. Have students do a close study of the work of the Congress of Vienna and the diplomatic maneuvering involved.
2. Ask students to consider the concept of “conservatism” in the early nineteenth century and compare the conservatism(s) of that era with today’s conservatism(s).

3. Ask students to consider the concept of “liberalism” in the nineteenth century and compare the liberalism of that era with today’s liberalism.

4. Students should pick out one of the early European socialists like Owen or Fourier and do a short biographical sketch. Does the term “utopian” rightfully apply to their subject?

5. Have students pick one of the later French revolutions and do a short essay. Why was their revolution not as successful as the French Revolution?

6. In a discussion or debate, have students consider the proposition that the year 1848 was one of the pivotal years of the nineteenth century.

7. Have students define and explore the concept of “romanticism” and then compare early nineteenth century romanticism with romanticism today, if any. Specific works should be referred to in this project.

8. The Romantic period produced great artists and musicians. Have students do a short, oral report on one of these seminal people, pointing out their role in the overall Romantic movement.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

**Media Menu**


**Handout Masters & Black Line Transparency Masters**

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

**Test Bank**

For an online Test Bank, see Chapter 21 in Instructor Resources at www.thomsonedu.com/history/spielvogel.
Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 21.

Web Exercises

See Internet Exercises for Chapter 21 at www.thomsonedu.com/history/spielvogel.

Document Based Questions

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors’ points of view.
You may refer to relevant historical information not mentioned in the documents.

**Question:** Using the documents and illustrations, analyze the mid-19th century political revolutions in Europe. What factors contributed to these revolutions? What forms did these revolutions take? How did the governments of Europe respond?

**Background:** After the fall of Napoleon in 1812, the Congress of Vienna (1815) attempted to reestablish the old order. A new revolutionary spirit however, swept Europe with mixed results. Though largely unsuccessful, a series of European revolutions in 1848 inaugurated a spirit of liberal nationalism that swept Europe.

**Part A Questions**

A. Map 21.1: Europe After the Congress of Vienna
   - How did Europe’s major powers manipulate territory to decrease the probability that France could again threaten the Continent’s stability?
   - What were the other goals of the Congress of Vienna?
   - How successful was the Congress of Vienna?

B. Document: The Voice of Conservatism: Metternich of Austria
   - According to Metternich, from where do monarchs derive their authority?
   - What principles does Metternich urge rulers to support?

C. Document: University Students and German Unity
   - What is the guiding principle and purpose of the “new group of students” to which the author refers?
   - What do these students want?
   - Why were young people more likely to support these goals?

E. Document: The Voice of Liberalism: John Stuart Mill on Liberty
   - For what purpose may societies limit the liberty of its members?
   - What type of tyranny, in addition to tyranny of the government, does Mill identify?
   - Whose rights does Mill argue we need to protect?
   - To what extent did liberalism contribute to the revolutionary spirit?

F. Map 21.3: The Distribution of Languages in Nineteenth-Century Europe
   - Look at the distribution of Germanic, Latin, and Slavic languages. What patterns emerge, and how can you explain them?
   - Which unique language-speakers are without an independent state in the 19th century?
G. Document: The Voice of Reform: Macaulay on the Reform Act of 1832
   - What does the author mean by his statement that monarchy and aristocracy are “useful as means, and not as ends?”
   - What happens to those who resist reform?
   - What does Macaulay believe will happen if Britain does not become more democratic?

H. Map 21.4: The Revolutions of 1848-1849
   - Which regions saw a great deal of revolutionary activity in 1848-1849, and which did not?
   - What might explain this?

I. Document: Revolutionary Excitement: The 1848 Revolution in Germany
   - What event sparked this author’s account?
   - What is the author’s goal?
   - What steps to this goal does he identify?
   - What does the author believe will obstruct this goal?

J. Document: The Voice of Italian Nationalism: Giuseppe Mazzini and Young Italy
   - How does Mazzini’s oath stir up feelings of nationalism?
   - What was the goal of the Young Italy society?
   - Why did Mazzini focus his efforts on the young?

K. Document: The New British Police: “We Are Not Treated as Men”
   - What complaints do the British police make?
   - To what extent do these reflect the spreading liberalism of the 19th century?
   - Why did European nations form police forces in the mid-19th century?

L. Illustrations: Caspar David Friedrich, *Man and Woman Gazing at the Moon* and Eugene Delacroix, *The Death of Sardanapalus*
   - What genre of painting do these works represent?
   - What themes are present in these works?
   - How do these works reflect the spirit of revolution or nationalism?