Chapter 22
An Age of Nationalism and Realism, 1850–1871

Learning Objectives

In this chapter, students will focus on:

- The characteristics of Napoleon III’s government, and his foreign policy that contributed to the unification of Italy and Germany
- The actions and efforts of Cavour and Bismarck in bringing about unification in Italy and Germany
- Efforts for reform in the Austrian Empire, Russia, and Great Britain
- The main ideas of Karl Marx
- The belief that the world should be viewed realistically, and its impact on science, art, and literature
- The relationship between nationalism and reform

Lecture Outline

I. The France of Napoleon III: Louis Napoleon & the Second Napoleonic Empire
   A. Louis Napoleon: Toward the Second Empire
      1. National Assembly rejected his call for revision of constitution to allow him to stand for reelection
      2. Responded by seizing government by force
      3. Restored universal male suffrage and asked that the empire be restored
      4. Assumed the title of Napoleon III, December 2, 1852
   B. The Second Napoleonic Empire
      1. Authoritarian government
      2. Early domestic policies
         a. Economic prosperity
         b. Reconstruction of Paris
            (1) Baron Haussmann
      3. Liberalization of the regime in the face of opposition

II. Foreign Policy: The Mexican Adventure
   A. Sent troops to Mexico in 1861 to intervene in struggle between Mexican liberals and conservatives
   B. French forces remained after order had been restored
C. Installed Archduke Maximilian of Austria as emperor in 1864
D. Maximilian overthrown and executed in 1867

III. Foreign policy: Crimean War
A. The Ottoman Empire
   1. Disintegration of the Ottoman Empire
      a. Encroachment of the Russian Empire
      b. Loss of territory
   B. The War
      1. Russian demand to protect Christian shrines (Privilege already given to the French)
      2. Ottomans refuse; Russia invades Moldavia and Wallachia
      3. Turks declare war, October 4, 1853
      4. Britain and France declare war on Russia, March 28, 1854
      5. Destroys the Concert of Europe
      6. War ends in March, 1856
      7. Political effects of the war

IV. National Unification: Italy
A. Kingdom of Piedmont
   1. Victor Emmanuel II (1849-1878) of Kingdom of Piedmont
   2. Count Camillo di Cavour (1810-1861)
   3. Napoleon III’s alliance with Piedmont, 1858
   4. War with Austria, 1859
   5. Northern states join Piedmont
B. Guiseppi Garibaldi (1807-1882)
   1. The Red Shirts
   2. Invasion of Kingdom of the Two Sicilies, 1860
C. Kingdom of Italy, March 17, 1861
D. Annexation of Venetia, 1866
E. Annexation of Rome, 1870

IV. National Unification: Germany
A. William I, 1861-1888
B. Wanted military reforms
C. Otto von Bismarck (1815-1898)
   1. Reorganization of the army
   2. Realpolitik
D. The Danish War (1864)
E. Schleswig and Holstein
F. Joint administration with Austria
G. Austro-Prussian War (1866)
H. Austrian defeat at Königgratz, July 3, 1866
I. North German Confederation
J. Military agreements with Prussia

V. Franco-Prussian War (1870-1871)
A. Dispute with France over the throne of Spain
B. French declaration of war, July 15, 1870
C. Battle of Sedan, September 2, 1870
D. Siege of Paris, capitulates January 28, 1871
E. Southern German states join Northern German Confederation
F. William I proclaimed kaiser, January 8, 1871, of the Second German Empire

VI. The Austrian Empire: Toward a Dual Monarchy
A. Ausgleich, Compromise, 1867
   1. Creates a dual monarchy
   2. German and Magyars dominate minorities
   3. Francis Joseph Emperor of Austria/King of Hungary
   4. Some things in held in common
   5. Other minorities

VII. Imperial Russia
A. Alexander II, 1855-1881
   1. Emancipation of serfs, March 3, 1861
   2. Problems with emancipation
   3. Zemstvos (local assemblies)
   4. Growing dissatisfaction
   5. Assassination of Alexander II (1881)
   6. Alexander III (1881-1894)
      a. Return to traditional methods of repression

VIII. Great Britain: The Victorian Age
A. Did not experience revolts in 1848
   1. Reforms
   2. Economic growth
B. Queen Victoria (1837 – 1901) reflected the age
C. Benjamin Disraeli (1804-1881)
   1. Extension of voting rights
   2. Reform Act, 1867
D. William Gladstone (first administration, 1868 – 1874)
   1. Liberal reforms
   2. Education Act of 1870

IX. Nation Building: North America
A. The United States: Civil War and Reunion
   1. Differences between North and South
      a. The cotton economy
   2. Election of Abraham Lincoln, secession of South Carolina, 1860
   3. Civil War, 1861-1865
      a. North has the advantage
      b. Grant and Lee and the war’s end
B. Emergence of the Canadian Nation
   1. By 1800 want more autonomy
   2. By 1837 several groups rebelled
   3. The Dominion of Canada, 1867

X. Industrialization on the Continent
A. Continental industrialization comes of age (1850 – 1871)
B. Mechanization of textile and cotton industries
C. Growth of iron industries
D. Elimination of trade barriers
E. Government support and financing

XI. Marx and Marxism
A. Karl Marx (1818-1883) and Friedrich Engels (1820-1895), *The Communist Manifesto*, 1848
   1. History is the history of class struggle
   2. Stages of history
   3. End result of history is a classless society
B. After 1848 Revolutions, Marx went to London
   1. Marx, *Das Kapital*
C. International Working Men’s Association, 1864
   1. Internal problems

XII. A New Age of Science
A. Development of the steam engine led to science of relationship between heat and mechanical energy
B. Louis Pasteur – germ theory of disease
C. Dmitri Mendeleyev – atomic weights
D. Michael Faraday – generator
E. Science and Materialism

XIII. Charles Darwin and the Theory of Organic Evolution
A. Charles Darwin (1809-1882)
   1. *On the Origin of Species by Means of Natural Selection*, 1859
      a. All plants and animals have evolved over a long period of time
      b. Those who survived had adapted to the environment
   2. *The Descent of Man*, 1871
   3. Ideas highly controversial; gradually accepted

XIV. A Revolution in Health Care
A. Pasteur and Germs
B. New Surgical Practices
   1. Joseph Lister
C. New Public Health Care Measures
   1. Public hygiene
D. New Medical Schools
E. Women and Medical Schools
   1. Elizabeth Blackwell (1821 – 1910)

XV. Science and the Study of Society
A. Auguste Comte (1798 – 1857)
   1. *System of Positive Philosophy*
   2. Positive knowledge
   3. Primacy of sociology

XVI. Realism in Literature and Art
A. The Realistic Novel
   1. Rejected Romanticism
2. Gustave Flaubert (1821-1880), *Madame Bovary*, 1857
3. William Thackeray (1811-1863), *Vanity Fair*, 1848
4. Charles Dickens (1812-1870)

B. Realism in Art
1. Gustave Courbet (1819-1877)
   a. Portrayal of everyday life
2. Jean-Francois Millet (1814-1875)
   a. Scenes from rural life

XVII. Music: The Twilight of Romanticism
A. Franz Liszt (1811 – 1886)
1. New German School
B. Richard Wagner (1813 – 1883)
1. Development of a national opera
2. *Ring of the Nibelung*

**Lesson Plan**

**AP Standards**

1. Intellectual and Cultural History
   - Scientific and technological developments and their consequences
   - 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
   - Impact of global expansion on European culture

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
   - War and conflict: origins, developments, technology, consequences

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**
5 traditional classes or 3 blocks — The entire chapter covers AP material.

**Assessment**
See Tutorial Quiz for Chapter 22 at www.academic.cengage.com/history/spielvogel.

**Glossary**

**Ausgleich:** the “Compromise” of 1867 that created the dual monarchy of Austria-Hungary. Austria and Hungary each had its own capital, constitution, and legislative assembly, but were united under one monarch.

**Dialectic:** logic, one of the seven liberal arts that made up the medieval curriculum. In Marxist thought, the process by which all change occurs through the clash of antagonistic elements.

**Marxism:** the political, economic, and social theories of Karl Marx, which included the idea that history is the story of class struggle and that ultimately the proletariat will overthrow the bourgeoisie and establish a dictatorship en route to a classless society.

**Materialism:** the belief that everything mental, spiritual, or ideal was a result of physical forces.

**Mir:** village commune responsible for land payments to the government in Russia.

**Nation-state:** a form of political organization in which a relatively homogeneous people inhabits a sovereign state, as opposed to a state containing people of several nationalities.

**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.

**Nationalities problem:** the dilemma faced by the AustroHungarian Empire in trying to unite a wide variety of ethnic groups including, among others, Austrians, Hungarians, Poles, Croats, Czechs, Serbs, Slovaks, and Slovenes in an era when nationalism and calls for self-determination were coming to the fore.
**Natural selection:** Darwin’s idea that organisms that are most adaptable to their environment survive and pass on the variations that enabled them to survive, while other, less adaptable organisms become extinct; “survival of the fittest.”

**Organic evolution:** Darwin’s principle that all plants and animals have evolved over a long period of time from earlier and simpler forms of life.

**Pasteurization:** the process of heating a product in order to destroy the organisms that might cause it to spoil.

**Proletariat:** the industrial working class. In Marxism, the class who will ultimately overthrow the bourgeoisie.

**Realism:** in medieval Europe, the school of thought that, following Plato, held that the individual objects we perceive are not real but merely manifestations of universal ideas existing in the mind of God. In the nineteenth century, a school of painting that emphasized the everyday life of ordinary people, depicted with photographic realism.

**Realpolitik:** “politics of reality.” Politics based on practical concerns rather than theory or ethics.

**Surplus value:** in Marxism, the difference between a product’s real value and the wages of the worker who produced the product.

**Zemstvos:** local assemblies in Russia responsible for public services.

**Zollverein:** a German customs union designed to stimulate trade.

See interactive Flashcards for Chapter 22 at www.academic.cengage.com/history/spielvogel.

**Lecture and Discussion Topics**

1. The Unification of Germany: Myths and Realities in the Light of Twentieth-Century German History.

2. Reasons for the Growth of the European Nation-State

3. The Triumph of Scientific Thought in the Nineteenth Century and the Impetus to Progress.

5. Realism in European Fine Art [a slide lecture].

**Group Work Suggestions and Possible Projects**

1. Have students do a comparative study of Cavour and Bismarck—their personalities and the methods by which they unified their countries.

2. Have students define and consider the concept of “nationalism” in the nineteenth century and today.

3. Suggest that students debate the proposition that “nationalism was the true religion of the nineteenth century.”

4. Numerous books and web sites discuss Queen Victoria and the Victorian era. Encourage students to use these sources in reporting on a major aspect of English urban society and culture of the period.

5. Have students do a paper on the ideas of Karl Marx and the degree to which key elements of his thought have either failed to or continued to influence current political systems.

6. Ask students to examine the ideas and theories of Karl Marx and Charles Darwin, and then discuss or debate which of the two seminal figures of the nineteenth century has had the greatest impact upon the modern world.

7. Have students do a comparative study of Realism and Romanticism in art, music, and literature, focusing upon particular individuals or works.

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

**Media Menu**

See Resource Integration Guide for Chapter 22.

**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 22 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

**Suggested Readings**

See comprehensive list of suggested readings at the end of Chapter 22.

**Web Exercises**

See Internet Exercises for Chapter 22 at www.academic.cengage.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, assess the effects of nationalism on Europe during the 19th century. To what extent did conservative leaders co-opt nationalism? How did nationalism change the borders of Europe during? What other changes did nationalism bring to Europe?

**Background:** Though the revolutions of 1848 failed to overthrow Europe’s monarchs, many of the revolutionary goals ultimately succeeded. Liberal reforms took hold in Europe, introduced not by revolutionaries but by a new generation of conservative leaders. These conservative leaders built new, unified, strong nations in Europe.

**Part A Questions**

A. Document: Louis Napoleon Appeals to the People
   - Where does Louis Napoleon place the blame for the disorder in France?
   - What sort of regime does Louis Napoleon propose?
   - What role does universal male suffrage play in Louis Napoleon’s plan?

B. Map 22.1: Decline of the Ottoman Empire
   - What is the relationship between distance from Constantinople and independence date, and how can you explain it?
   - Why did Europe support the Greek independence movement?

C. Map 22.2: The Unification of Italy
   - What obstacles did Italy face in its unification?
   - Of the countries displayed on this map, which would likely, taking geographical and population-size factors into account, pose the greatest military threat to the new Italian state?

D. Document: Garibaldi and Romantic Nationalism
   - How do people react to Garibaldi in this account?
   - What destruction has occurred in these neighborhoods? Which forces are the cause of this destruction?
   - How does the journalist characterize Garibaldi and his struggle?
   - What do we know about the author? Does he seem sympathetic to Garibaldi and his cause?
   - In what ways was this cause eventually co-opted by the Piedmontese King?

E. Map 22.3: The Unification of Germany
   - What role did the formation of the North German Confederation play in German Unification?
• What role did the absorption of the South German Confederation play in German Unification?

F. Document: Bismarck “Goads” France into War
• What did Bismarck do to the Ems telegram?
• What was Bismarck’s goal and why did he think this would help him achieve his goal?
• To what extent is this an example of “realpolitik?”

G. Map 22.5: Ethnic Groups in the Duel Monarchy, 1867
• How diverse was Austria-Hungary?
• Why was the dual monarchy created?
• Which ethnic group was most widely dispersed throughout the Dual Monarchy?
• Which ethnic groups that also had their own states lived in substantial numbers in Austria-Hungary?

H. Document: Emancipation: Serfs and Slaves
• What were some of the ideological and economic reasons that Tsar Alexander II freed the serfs?
• How do these motivations compare to Lincoln’s?
• What changes did this emancipation initiate in Russia?