

The Rise of Nationalism in Europe

Chapter :-1

Important Questions&Answers

CLASS:-10TH Social Science

Question 1.

What was the meaning of liberalism in early 19th century in Europe?

Answer:

For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law. Politically, it emphasised the concept of government by consent. Economically, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.

Question 2.

What was main aim of the Treaty of Vienna of 1815?

Answer:

The Treaty of Vienna of 1815 was signed with the main aim of undoing most of the changes that had come about in Europe during the Napoleonic wars. It was signed to re-establish conservative regions in Europe.

Question 3.

What was the strong demand of the emerging middle classes in Europe during 19th century?

Answer:

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

Question 3.

How had the female figures become an allegory of the nation during the 19th century in Europe? Analyse.

Answer:

In the 19th century in Europe, the female figures became an allegory of the nation in the following ways.

- The artists, in the 18th and 19th centuries in Europe, wanted to represent a country, as if it was a person. In other words, they wanted to personify the nation. Nations were represented as female figures. The female form did not belong to any particular woman in real life. It was an abstract idea, which gave the nation a concrete form. The female figure became an allegory of a nation.
- In France, the female form was given the name of Marianne, which represented the nation. Her characteristics were red cap, the tricolour and the cockade, drawn from those of Liberty and the Republic.
- Similarly, Germania became the allegory of the German nation. Germania wears a crown of oak leaves because oak stands for heroism.

Question 4.

‘The decade of 1830 had brought great economic hardships in Europe’. Support the statement with arguments.

Answer:

The 1830s were years of great economic hardship in Europe because:

- The first half of the nineteenth century saw an increase in population, all over Europe. There was scarcity of jobs and few employment opportunities.
- Population from rural areas migrated to the cities in search of jobs. They lived in overcrowded slums.
- Small producers in towns faced stiff competition from imports of cheap machine goods from England.
- In those parts of Europe where aristocracy was strong and enjoyed enormous powers, the peasants groaned under the burden of feudal dues and taxation.
- The rise of food prices or a year of bad harvest, added to the miseries of the common man.

Question 5.

Culture had played an important role in the development of nationalism in Europe during the 18th and 19th centuries. Support the statement with examples.

Answer:

Culture played an important role in creating the idea of a nation in Europe in the following ways.

- Art, music, literature and drama helped to express, shape and strengthen nationalist sentiments.
- Romantics like the German philosopher Johann Gottfried Herder held the view that true German culture could be discovered only among the common people, the *das volk*.
- Glorification of reason and science was criticised by the romantic artists, rather they favoured emotions, intuitions and mystical feelings.
- Language too boosted nationalism. The Polish people opposed the Russian occupation and the ban on Polish language, by using it in the Church gathering for all religious ceremonies and for religious instruction. The Polish language became a weapon of the nationalists.
- Two Germans, Grimm Brothers, used stories and folktales written in German to promote the German spirit against the domination of the French.
- Operas and music, like that of Karol Kurpinski, kept alive the national spirit.
- Folk dances like the polonaise and mazurki became national symbols.

Question 6.

Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

Answer:

The measures and practices introduced by the French revolutionaries to create a sense of collective identity among the French people were as follows.

- The idea of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasised the idea of united people enjoying equal rights under a constitution.
- A new French flag, the tricolour, was chosen to replace the former royal standard.
- The Estates General was elected by the active citizens and renamed the National Assembly.
- New hymns were composed, oaths taken and martyrs commemorated in the name of nation.

- Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.
- A centralised administrative system was put in practice and it formulated uniform laws for all citizens within its territory.
- Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.

Question 7.

Napoleon had 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. Analyse the statement with arguments.

Answer:

Napoleon declared himself the emperor of France and destroyed democracy. In the administrative field, he incorporated revolutionary principles, which were as follows.

- The Civil Code of 1804, also known as Napoleonic Code, abolished all the privileges based on birth, established equality before the law and gave the right to property.
- The code which was introduced in the regions under French control, like Italy, Germany, Switzerland, simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues,
- In towns guild restrictions came to an end.
- Uniform weights and measures were adopted. A common national currency helped in the movement of goods and capital from one region to another.
- Transport and communication systems were improved.

Question 8.

‘Nationalism no longer retained its idealistic liberal democratic sentiments by the last quarter of the 19th century in Europe’. Analyse the statement with examples.

Answer:

- Towards the end of the 19th century, nationalism became a narrow belief with inadequate ends.
- This period saw nationalist groups becoming increasingly prejudiced of each other and ready to wage a war at the slightest of the pretext.

- Nationalism was now identified with increasing one's sphere of influence, by establishing control over more territories. Balkan states became jealous of each other and entered into a conflict to establish more control and power in the region at the cost of others.
- The chief European authorities saw this as an opportunity and manipulated the nationalist desires of the subject peoples. '
- European powers were keen on countering the hold of other powers over the Balkans. They did nothing serious to solve the Balkan issue rather watched the situation to turn fruitful for them. The most severe tensions emerge after 1871, leading to a series of wars and ultimately led to the First World War in 1914.

Question 9.

What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe?

Answer:

Major political and constitutional change that occurred after the French Revolution of 1789 was the end of the rule of absolute monarch and transfer of sovereignty from the monarchy to a body of French citizens.

Question 10

How did a wave of economic nationalism strengthen the wider nationalist sentiments growing in Europe? Explain.

Answer:

A wave of economic nationalism strengthened wider nationalist sentiments growing in Europe with:

(a) the demands of new commercial classes for a unified economic province for unconstrained transfer of commodities, people and funds.

(b) the formation of the Zollverein in 1834.

(c) the elimination of tariff barriers by the union.

(d) the reduction in the number of currencies from over thirty to two.

(e) the formation of a network of railways that further helped mobility and connected economic interests to national unification.

Question 11..

Describe the events of French Revolution which had influenced the people belonging to other parts of Europe.

Answer:

Events of French Revolution that influenced the people of other parts of Europe were as follows.

(a) When the news of the French Revolution reached different cities of Europe, students and other members of educated middle classes began to set up Jacobin clubs which influenced the French army.

(b) The French armies began to carry the idea of nationalism abroad.

(c) The Napoleonic Code, introduced in 1804, abolishing privileges and upholding equality and other reforms, exported these new ideas to the European regions under French Control

Question 12.

Describe the process of unification of Germany.

Answer:

The Process of unification of Germany:

- By 1848, the popular effort of political associations failed in installing a constitutional monarchy in Germany.
- The Failure of Frankfurt Parliament made it clear that German unification had to come through the combined effort of monarchy and army supported by large landowners.
- From 1848, Prussia took on the leadership of the movement of national unification.
- In this process Otto von Bismarck, the Chief Minister of Prussia, proved to be the main architect.
- Bismarck reached his goal with the help of Prussian army and the bureaucracy. He fought three wars in seven years with Austria, Denmark and France which ended in Prussian victory and completed the process of German unification.

Question 13.

“Nationalism spreads when people begin to believe that they are all part of the same nation.” Support the statement.

Answer:

The term nationalism refers to the feeling of oneness based on

common heritage and common identity and a sense of belonging to one's nation.

- The spirit of nationalism can spread and develop only when people discover some bond or unity that binds them together.
- The sense of collective belonging develops through the experience of united struggles.
- There are a variety of cultural process through which nationalism captures people's imagination.
- History and fiction, folklore and songs, popular prints and symbols, all play a role in the spread of nationalism.
- Any image or symbol that is identified as nation is also recognised as a bond and help in the spread of nationalism.

Question 14

Describe the process of unification of Italy.

Answer:

During the middle of the 19th century, Italy was divided into seven states, of

which only Sardinia-Piedmont was ruled by Italian princely house.

- Mazzini, a great revolutionary leader of Italy, inspired the youth with the ideas of establishing a single unified Italy. He set up secret societies like Young Italy in Marseilles and Young Europe in Berne with like-minded young men from Poland, France, Italy and German states.
- Mazzini prepared the ground for Cavour to complete the process of unification.
- After a series of failures of Mazzini, King Victor Emmanuel II took to unifying Italy through wars.
- Cavour, the Chief Minister, through his tactful diplomatic alliance with France, defeated Austrian forces in 1859.
- Under the leadership of Giuseppe Garibaldi, armed volunteers marched into South Italy in 1860 along with the Kingdom of two Sicilies and won the support of local peasants and drove the Spanish away, thus unifying Italy in 1861. Victor Emmanuel II was made the King of united Italy.

Question 15.

Describe the process of unification of Britain.

Answer:

In Britain the formation of a nation-state was not the result of a sudden upheaval, revolution or national struggle but of a long

drawn out parliamentary process. England had people of many ethnic groups such as English, Welsh, Scot and Irish with their own cultural and political traditions. The English nation steadily grew in importance, wealth and power and extended her influence over other nations of the island.

The British Parliament, which had seized power from the monarchy in 1688, was the instrument through which a nation-state, with England at the centre, came to be forged.

The Act of Union of 1707 between England and Scotland resulted in the formation of United Kingdom of Great Britain.

Ireland, after a prolonged conflict between Irish Catholics and British Protestants, was forcibly incorporated into the United Kingdom in 1801. The symbols of the new Britain—the British flag (Union Jack), the national anthem and the English language—were actively promoted.

Question 16

How did the local people in the areas conquered by Napoleon react to French rule? Explain.

Answer:

- The reactions of the local populations to French rule were mixed. Although the economic reforms introduced by Napoleon were welcomed by businessmen and small producers of goods.
- Initially the French armies were welcomed in Holland, Switzerland and in cities like Brussels, as messenger of liberty, but they soon realised that administrative reforms did not go hand in hand with political freedom.
- The people reacted against increased taxation and censorship.
- Local people had to serve in the French army to conquer other parts of Europe, these all seemed to outweigh the advantages of administrative changes.

Question 17.

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

Answer:

The conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the 19th century in Europe were:

- There were many states imposed restrictions on the movement of goods, capital and people.
- Each confederation had its own system of weights and measures that involved time-consuming calculations.
- Because of countless principalities, there were many check posts where custom duties were paid by the merchants. It resulted in price rise and delay in supply.

Question 18.

What were Jacobin Clubs? How did their activities and campaigns help to spread the idea of nationalism abroad? Explain.

Answer:

Jacobin clubs were the political clubs that were set up by educated middle class in all over Europe to replace autocratic regimes in Europe with democratic governments. They were inspired by the events in France.

- The activities and campaigns of these clubs paved the way for the French armies which moved into Holland, Belgium and Switzerland and much of Italy in 1790.
- With the outbreak of revolutionary wars, the French armies carried the ideas of nationalism in foreign countries.

Question 19.

How had revolutionaries spread their ideas in many European states after 1815. Explain with examples.

Answer:

- After the Congress of Vienna in 1815 when conservative regimes were restored to power, many liberal minded people went underground because of the fear of repression. Secret societies sprang up in European states to train the revolutionaries and spread their ideas.
- Many revolutionaries opposed monarchical rule and fought for liberty and freedom of their respective states.
- One such revolutionary was Giuseppe Mazzini, an Italian patriot, was sent to exile in 1831 for attempting a revolution in Liguria. He became the member of a secret society carbonari.
- He founded two underground societies, first Young Italy in Marseilles and the other Young Europe in Berne. The society

had members from Poland, France, Italy, Germany, etc. The members believed in the formation of nation states and they were liberal minded people.

- Following the example of Italy, secret societies were set up in Germany, France Switzerland, Poland. Mazzini's vision of democratic republics frightened the conservatives.

Question 20.

Name the female allegory, which was invented by artists in the 19th century to represent the nation of France. Explain any two features of it.

Answer:

The name of the allegory, to represent the nation of France was Marianne. The following were its features:

- It underlined the idea of a people's nation.
- Her characteristics were drawn from liberty and republic.

Question 21.

How did Balkans become the most serious source of nationalist tension in Europe after 1871? Explain with examples.

Answer:

Balkan become the most serious source of nationalist tension in Europe after 1871 because of the following reasons:

- It was a region consisting of multi-nationalities including modern day Romania, Bulgaria, Albania, Greece etc. It was under the control of Ottoman Empire.
- There arose internal conflicts among the different nationalities and they voiced protest to assert their independence.
- The romantic sentiments made the people understand that they were subjugated by a foreign power.
- The Balkan states were fiercely jealous of each other and they wanted to gain more territories at the cost of others.
- Other big European powers like Russia, Germany, England, etc. were keen on controlling the hold of other powers over the Balkans. They too had their imperialistic ambitions on Balkans. This made the situation in Balkans worse and led to First World War in 1914.