

# 19th-Century Nationalism

## *Backwards Planning Curriculum Units*

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# How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. Use the “show set up” function in PowerPoint to present with “two monitors.” Have yours set to include the ‘notes view’ and let the projector show only the slides to the students.

You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint

presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

**5.** End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

**6.** If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at [access@socialstudies.com](mailto:access@socialstudies.com). We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
Social Studies School Service

# 19th-Century Nationalism: Backwards Planning Activities

## Enduring understandings:

- The 19th century saw the rise of a number of nationalist movements throughout Europe.
- Napoleon's invasions and conquests throughout Europe gave rise to a nationalist spirit of resistance to those invasions in Germany and many other lands.
- As industrialism spread, a growing middle class led the way in expressing nationalist sentiments, stressing a need for liberal constitutional reforms for the entire nation.
- Industrialism also produced a wage-earning urban working class that provided support for social reforms and even greater democratic participation than middle-class reformers sought.
- Language, culture, and a sense of heritage or history formed the basis for the national identity that reformers increasingly saw as the basis for the territorial state.
- After the fall of Napoleon, Prince Klemens von Metternich and other conservative leaders sought to re-impose monarchy and a dynastic principle as the basis for the territorial state.
- The revolutions of 1848 failed in large part due to the weaknesses of the rising social classes that backed the calls for reform; however, the upheavals helped spread nationalist and democratic reform sentiment.
- Idealistic intellectuals and other reformers called for the unification of Italy and Germany, especially after the 1848 upheavals. However, more practical and hardened political leaders like Count Cavour and Otto von Bismarck were essential in bringing about national unification.

## Essential questions:

- In what ways did nationalism provide a basis, different from monarchy (with its dynastic principle), for defining and organizing a territorial state?
- Why did nationalist movements arise in Europe in the early 19th century?
- Why were professors, writers and other middle-class professionals so central in leading the way in the nationalist movements in Europe in the 19th century?
- In what ways did Napoleon and the Napoleonic Wars give birth to the earliest nationalist movements in Europe?
- Why did the success of German, Italian, and other movements require a combination of idealistic nationalist leaders and practical, often ruthless political leaders?
- Is nationalism more likely to generate authoritarian and aggressive states, or is it more likely to foster democratic states ready to resist oppression or domination by others?

# Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> <li>1. Napoleon's conquests and his downfall</li> <li>2. the overall impact of the Congress of Vienna in 1815</li> <li>3. the impact of the Industrial Revolution on the rise of middle- and working-class groups</li> <li>4. the causes of the revolutions of 1848</li> <li>5. the overall course of the revolutions of 1848</li> <li>6. some of the key ideas of nationalism, liberalism, and Romanticism in the social conflicts in Europe in the 1800s</li> <li>7. the key figures in the unification of both Italy and Germany</li> <li>8. the role of nationalism in Europe and among colonial societies in the 20th century.</li> </ol>	<ol style="list-style-type: none"> <li>1. read and interpret primary source documents from the 1800s and early 1900s</li> <li>2. draw conclusions about various nationalist movements of the 1800s</li> <li>3. understand and debate certain aspects of nationalism, liberalism, and Romanticism as they influenced events in Europe in the 1800s</li> <li>4. identify key leaders of nationalist movements</li> <li>5. understand and debate the way nationalism affected overall political developments in Europe in the 1800s</li> <li>6. debate the role of nationalism in Europe and in the struggles of colonial societies in the 1900s</li> <li>7. debate the meaning and role of nationalism in contemporary society.</li> </ol>

**These lessons incorporate the following learning activities to help students reach the enduring understandings:**

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in the presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects
- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

# Project #1: A News Panel Show on the Role of Nationalism in 19th-Century European History

## Overview:

In this lesson, students role-play a panel discussion involving some principal figures in the rise of nationalism during the 19th century in Europe. This panel-show format is similar to that of shows such as *Meet the Press*, *Face the Nation*, or other back-and-forth, news-based shows.

## Objectives:

As a result of completing the lesson, students will be able to:

- identify and reflect the views of major figures in the rise of nationalism in Europe
- express these views in a meaningful and coherent manner
- understand and interpret varying and opposing points of view among participants in a historical process.

## Time required:

Five to seven class periods (with at least one period for the actual talk show)

## Materials:

Computer(s) with Internet access, a printer, the “Nationalism Panel-Show Character Chart” (provided), optional technology as described in the lesson procedures

## Procedures:

Prior to beginning the lesson, consider possible roles to assign. While you may wish to add or subtract roles based on class size, you should include all six of the panel participants and some or all of the roles listed below. Students may select the roles they wish to play, or you may elect to assign roles based on student abilities and personalities.

### Panel participants

- Napoleon Bonaparte: the military and political leader of France who became France’s emperor and whose conquests have since influenced much of European history

- Prince Klemens Wenzel von Metternich: the Austrian diplomat who guided the Congress of Vienna in seeking to restore Europe's balance of power after Napoleon's fall
- Giuseppe Garibaldi: a key commander of revolutionary forces during the struggle for Italian unification
- Giuseppe Mazzini: Italian patriot, political organizer, and philosopher whose idealistic writings and political activities inspired nationalist movements in Italy and elsewhere
- Camillo Benso, Count of Cavour: an Italian statesman who, as prime minister of Piedmont-Sardinia, exploited international rivalries to help unify Italy
- Otto Eduard Leopold von Bismarck: a Prussian German statesman who guided the unification of Germany and who as chancellor of the German Empire played a leading role in European political affairs in the late 1800s

### **Additional roles for audience members**

- Johann Gottlieb Fichte: a German philosopher with insights into self-awareness and a political philosopher who helped express ideas about German nationalism
- Johann Gottfried von Herder—philosopher and clergyman of the 18th century who saw in literature and language key elements in the development of a national consciousness
- Alexander I: tsar of Russia during the time of the Napoleonic Wars and a key leader at the Congress of Vienna in 1815
- Robert Stewart, Lord Castlereagh: head of the British delegation at the Congress of Vienna
- Frederick William III: king of Prussia and head of that country's delegation at the Congress of Vienna
- Charles Talleyrand: a French diplomat who survived as a political figure from before the French Revolution and through Napoleon's reign to serve the restored monarchy and head the French delegation at the Congress of Vienna
- Frederick William IV: king of Prussia from 1840 to 1861, who briefly worked to promote of liberal reforms but later withdrew his support. He nonetheless remained committed to German unification.
- Louis Napoleon: president of the Second French Republic, which arose from the revolutionary upheavals of 1848. In 1851, he took over the government, established the Second French Empire and ruled as Napoleon III, Emperor of the French.
- Victor Emmanuel II: king of Piedmont, Savoy, and Sardinia from 1849 to 1861. He worked with Count Cavour, and in 1861, took the title King of Italy, the first king of a united Italy.

In addition, select a student to act as the moderator of the talk show. The moderator should keep the flow of the show going and ask questions of the guests, as well possibly solicit questions from audience members. (You may wish to record an episode of *Meet the Press*, *Face the Nation*, or another panel show to give the class an idea of how their show should be conducted.)

## Questions

The moderator should ask the panel participants questions having to do with the specific historical roles they played. But all the participants should answer the following questions, and these should form the basis for their discussion with the moderator and each other:

- *“Did you think the nationalist movements of your day were good for Europe and for your own country?”*
- *“What did you think of the various efforts to reform society in the 19th century, to bring about greater democracy or constitutional government?”*
- *“What role did you play in fostering or trying to stop those movements? Can you explain why you felt as you did?”*
- *Who among the participants on this panel did you agree with most? Why? Who did you disagree with most? Why?*

Depending on resources available, as well as the time allotted to complete the project, you may choose to have students dress in character (in period clothes, makeup, etc.) in order to make them more believable to the audience. Also, if your school has suitable facilities, you may stage the talk show under similar conditions to a television studio, with lighting, sound, and possibly videotaping. This would provide additional roles for students to act as camerapersons, lighting and sound technicians, and other related roles.

Once roles have been assigned, allot sufficient time for students to complete research on their roles via the Internet, as well as through more-traditional means such as books, magazines, and microfiche. As students find pertinent information, have them complete the “Nationalism Panel-Show Character Chart.” Depending on desired depth of the activity, you may wish to arrange the classroom (or other room where the talk show will be held) with furniture for the show. This might include individual chairs for each participant as well as the moderator, and large conference-type tables for the participants.

In some instances—particularly if the class size is large—you may wish to provide subordinate roles for students not directly participating in the show. For example, these students might act as “research assistants” aiding participants in gathering information about their roles or developing possible scripts. In addition, students in the audience who have taken on one of the additional roles for audience members should be given time to direct some comments and questions at the panel participants.

Once students have completed research, have them conduct the panel show. Inform them that in order to be successful, they’ll need to be convincing. In other words, they should be able to give reasonable answers to questions or refute charges made by other participants without looking extensively at their notes or other printed resources.

Allot a reasonable time for the show (likely a class period). If desired, you may also wish to allow for a debriefing period for critiquing student performance as well as for student questions.



## **Evaluation:**

After the show, you should evaluate students based on their knowledge of their character, how convincingly they portrayed their role, and their research skills in completing the character chart. While you may wish to develop your own rubric for this project, a sample rubric is included as a guideline.

## **Suggested Web resources:**

The following is a sampling of possible resources for the panel show. You should supplement this list by assisting students in finding related information via a reputable search engine.

### **Napoleon Bonaparte**

[http://www.historyofwar.org/articles/people\\_napoleon.html](http://www.historyofwar.org/articles/people_napoleon.html)

[http://www.bbc.co.uk/history/historic\\_figures/bonaparte\\_napoleon.shtml](http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml)

### **Prince Klemens Wenzel von Metternich**

<http://www.answers.com/topic/klemens-wenzel-von-metternich>

[http://www.jewishvirtuallibrary.org/jsource/judaica/ejud\\_0002\\_0014\\_0\\_13756.html](http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0014_0_13756.html)

### **Giuseppe Garibaldi**

[http://www.knowledgerush.com/kr/encyclopedia/Giuseppe\\_Garibaldi/](http://www.knowledgerush.com/kr/encyclopedia/Giuseppe_Garibaldi/)

<http://www.historyplace.com/speeches/garibaldi.htm>

### **Giuseppe Mazzini**

[http://www.age-of-the-sage.org/historical/biography/giuseppe\\_mazzini.html](http://www.age-of-the-sage.org/historical/biography/giuseppe_mazzini.html)

<http://www.fordham.edu/halsall/mod/1852mazzini.html>

### **Camillo Benso, Count of Cavour**

<http://www.nndb.com/people/514/000092238/>

<http://www.amitm.com/thecon/lesson6.html>



### **Otto Eduard Leopold von Bismarck**

<http://www.encyclopedia.com/doc/1G2-3404700686.html>

<http://www.ohio.edu/chastain/ac/bism.htm>

<http://history.hanover.edu/texts/bis.html>

### **Johann Gottlieb Fichte**

<http://www.nndb.com/people/162/000093880/>

<http://www.iep.utm.edu/fichtejg/>

### **Johann Gottfried von Herder**

[http://www.newworldencyclopedia.org/entry/Johann\\_Gottfried\\_von\\_Herder](http://www.newworldencyclopedia.org/entry/Johann_Gottfried_von_Herder)

<http://www.fordham.edu/halsall/mod/1784herder-mankind.html>

### **Robert Stewart, Lord Castlereagh**

<http://www.nndb.com/people/357/000095072/>

<http://www.libraryireland.com/biography/RobertStewartViscountCastlereagh.php>

### **Charles Talleyrand**

[http://www.biographybase.com/biography/Talleyrand\\_Charles\\_Maurice.html](http://www.biographybase.com/biography/Talleyrand_Charles_Maurice.html)

<http://niterose.tersonodesign.com/trand.html>

### **Frederick William IV**

<http://www.biographicon.com/view/h65wf>

<http://www.history.com/topics/frederick-william-iv>

### **Louis Napoleon**

<http://www.ohio.edu/chastain/ip/louisnap.htm>

<http://www.s9.com/Biography/Napoleon-III>

# Nationalism Panel-Show Character Chart

Name of person researched:

Biographical information:

Physical characteristics as seen in pictures or descriptions:

Pertinent quotations from the subject:

Views about nationalist movements of the times:

Views about other social or political reform efforts:

Any other relevant information to add:

# Nationalism Panel-Show Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
<b>Research</b>	Character chart completely filled out; student shows mastery of material	Most of chart filled out; student portrays character generally well	About half of chart completed; student shows some understanding of assigned character	Less than half of chart completed; student shows lack of understanding of assigned character	
<b>Mastery of character</b>	Student remains in character; convincing throughout the show	Student usually remains in character; somewhat convincing	Student frequently lapses out of character; rarely demonstrates knowledge of subject	Student has little knowledge of subject; not convincing to audience	
<b>Speaking ability</b>	Student projects voice effectively; uses proper grammar throughout	Student generally projects voice effectively; generally uses proper grammar	Student does a below-average job of projecting voice; uses proper grammar infrequently	Student does not project voice; uses poor grammar throughout	
<b>Considers other positions</b>	Positions of other show participants considered and effectively incorporated or countered	Other positions acknowledged and considered	Other positions acknowledged but not considered or refuted	Limited sensitivity to other views	
<b>Other criteria as set by the teacher</b>					
<b>Total score</b>					

# Project #2: A Presentation of Images Expressing the Aspirations of Nationalist Movements

## Overview:

In this lesson, groups of students create a bulletin-board display or a PowerPoint presentation of visual images expressing patriotic or nationalist sentiments or ideals for each of six nations at specified times in the past. The aim of this lesson is for students to use the presentation to guide a class discussion of Essential Question 6: *Is nationalism more likely to generate authoritarian and aggressive states, or is it more likely to foster democratic states ready to resist oppression or domination by others?*

## Objectives:

As a result of completing the lesson, students will be able to:

- identify unique and common features in the way various nations and independence struggles have depicted their ideals in poster art, cartoons, paintings, and other visual forms
- understand and interpret the visual features and techniques used to convey strongly held opinions and ideas
- use the presentation material to guide the class in a discussion of and debate about Essential Question 6.

## Time required:

Five to seven class periods (with at least one period for the presentation to the class)

## Materials:

Computer(s) with Internet access, a printer, the “Nationalism Visual Presentation Worksheet” (provided), optional technology as described in the lesson methodology

## Methodology:

Prior to beginning the lesson, assign each of the six alternatives listed below to one of six small groups of students. Students may select the nations and nationalist struggles they wish to investigate, or you may elect to assign them to particular groups based on student abilities and background knowledge. Each group will research on nation at a particular time period in its

history and will search for illustrations from that period expressing the patriotic and nationalist feelings common then. The differences among the six cases to be studied should lead students to find a wide variety of kinds of patriotic and nationalist appeal. And this should lead to a good discussion of Essential Question 6, with plenty of opportunity for students to answer it in a variety of ways.

## **Nationalist and patriotic ideals in six times and places**

### **The 13 Colonies during the American Revolution**

The revolutionary era can be seen as starting in 1763 with the British victory that ended France's rule over what would become Canada. It ended with the signing of the Paris Peace Treaty in 1783. In these years, the colonists depicted their struggle in cartoons, broadsides, and paintings through which they expressed their growing sense of identity as an independent people separate from their British colonial rulers.

### **France during the French Revolution and under Napoleon**

The French Revolution began in 1789. Napoleon fell from power in 1815. In the intervening years, the patriotic pride of the French was often appealed to by leaders who felt a need to mobilize the entire nation for various social, political, and military goals. Artistic expression of these ideals took many forms and was expressed from many differing political points of view.

### **Germany in the first half of the 20th century**

German nationalism was one factor in fueling the tensions that arose in the decades before World War I. During the war, it was often given strong expression in government posters and other forms of art. Later in the century, the rise of Hitler and the Nazis produced even more stark and dramatic political art. Students in this group should concentrate on these two phases of German history in the 20th century.

### **The U.S. in the first half of the 20th century**

The U.S. was also heavily involved in the two key conflicts of the first half of the 20th century. During both World Wars, the government fostered and encouraged patriotic efforts of all sorts, including the production of patriotic and nationalist artistic expression. Students may find material from other times during the century, such as the time of the Great Depression, but they should concentrate on these two times of war.

### **China since 1949**

In 1949, Mao Zedong led his Communist movement to power in China, ending decades of civil war, chaos, and war. However, the struggle to transform China under Mao lasted a very long time, and patriotic and nationalist appeals to the people remained a central part of the movement Mao led. Students should have no trouble finding examples of the way China's Communists depicted their struggle visually to their own people and the world.

### **Vietnam since 1945**

During World War II, Ho Chi Minh led the Viet Minh independence movement. He established a communist government for Vietnam in 1945 and fought and defeated the French, who had

held much of Vietnam as a colony. This struggle went on for many years, at first against France and later against the U.S. During those years, Ho's forces engaged in worldwide efforts to win support for their cause. Students should search for photos, poster art, and other illustrations expressing the ideals and views of this independence struggle.

## Tasks

**Research:** Students should do some background reading on the nation and time period to be studied. Each of the six groups then should search the Internet and use other resources to find at least ten illustrations or images expressing the patriotic or nationalist sentiments of people of that nation or in that nationalist struggle.

**Individual student task:** Each student will use the “Nationalism Visual Presentation Worksheet” to complete an analysis of the visual features of one of the illustrations chosen by the group.

**Group tasks:** Each group should discuss the illustrations they have chosen. They should review and discuss the worksheets that their members have completed. They should discuss Essential Question 6 and decide how to answer the question with respect to their case study and the illustration they have chosen. They should then prepare a brief presentation to the class explaining their illustrations and how they bear on Essential Question 6.

Allot a reasonable time for these presentations (likely a class period). If desired, you may also wish to allow for a debriefing period for critiquing each group's performance as well as for student questions.

## Evaluation:

After the show, you should evaluate students individually for their analysis of the image each has chosen. While you may wish to develop your own rubric for this project, a sample rubric for the “Nationalism Visual Presentation Worksheet” is included as a guideline. You may also wish to rate each group as to its overall presentation and its responses to Essential Question 6.

## Suggested Web resources:

The following is a sampling of possible resources for the panel show. You should supplement this list by assisting students in finding related information via a reputable search engine.

### The 13 Colonies during the American Revolution

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=American+Revolutionary+propaganda&aq=f&aqi=&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=American+Revolutionary+War+images&aq=f&aqi=g1&aql=&oq=>

## **France during the French Revolution and under Napoleon**

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=French+Revolution+propaganda&aq=f&aqi=g2&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=Napoleon+images&aq=f&aqi=g1&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=Napoleon+propaganda+images&aq=f&aqi=&aql=&oq=>

## **Germany in the first half of the 20th century**

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=Germany+propaganda&aq=f&aqi=g4g-m3&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=Nazi+propaganda+images&aq=f&aqi=g1&aql=&oq=>

## **The U.S. in the first half of 20th century**

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=U.S.+World+War+I+propaganda&aq=f&aqi=&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=U.S.+World+War+II+propaganda&btnG=Search&aq=f&aqi=&aql=&oq=>

## **China since 1949**

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=China+under+Mao+propaganda&aq=f&aqi=&aql=&oq=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=China+propaganda+images&aq=f&aqi=&aql=&oq=>

## **Vietnam Since 1945**

<http://www.google.com/images?hl=en&sugexp=ldym&lxhr=t&q=vietnam+war+propaganda&cp=>

<http://www.google.com/images?hl=en&biw=1046&bih=462&tbs=isch%3A1&sa=1&q=vietnam+propaganda&aq=f&aqi=g2g-m1&aql=&oq=>

In addition to these sites, students should be able to find many usable illustrations by searching the Library of Congress's Prints & Photographs Online Catalog site and typing in various search words:

<http://www.loc.gov/pictures/>



# Nationalism Visual Presentation Worksheet

**Symbol and metaphor:**

What objects stand for key ideas, and how do these symbols enhance the appeal or power of the visual?

**Visual distortion:**

What elements in the image are exaggerated or distorted, and what effect does this have on viewers' reactions to the image?

**Stereotypes:**

What simplistic or stereotypical images, both positive and negative, does the image use?

**Selectivity:**

What does the image include, and what important facts or ideas does it leave out? How does this visual selectivity affect the viewer's reaction to the image?

**Composition:**

How are all the details of the image arranged? Does this arrangement add to the impact of the illustration? How?

**Essential Question 6:**

How does the image help answer the question: "Is nationalism more likely to generate authoritarian and aggressive states, or is it more likely to foster democratic states ready to resist oppression or domination by others?"

# Nationalism Visual Presentation Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
<b>Choice of image</b>	The image chosen is a clear example of nationalist feeling and directly bears on Essential Question 6	The image chosen is a clear example of nationalist feeling and is somewhat related to Essential Question 6	The image does express nationalist or patriotic feeling, but not in any easily understood way	The image has no relationship to patriotic or nationalist feeling, or to Essential Question 6	
<b>Explaining image in context</b>	Explains specific and appropriate historical context for the image	Has some understanding of appropriate historical context for the image	Refers to some historical context but not clearly	Student has little knowledge of appropriate context	
<b>Careful and clear explanation of image's features</b>	Makes clear and relevant comments on the first five parts of the worksheet	Makes clear and relevant comments on three of the five parts of the worksheet	Makes clear and relevant comments on one or two the first five parts of the worksheet	Makes no clear and relevant comments on the first five parts of the worksheet	
<b>Relating image to Essential Question 6</b>	Shows clear and relevant understanding of how the image helps answer the question	Shows some understanding of both the question and the image's relevance to it	Shows understanding of the question but not of the image's relevance to it	Limited understanding of the question and the image	
<b>Other criteria as set by the teacher</b>					
<b>Total score</b>					

# Project #3: The Revolutions of 1848 Front Page

## Overview:

In this lesson, students working in groups act as reporters and editors in April of 1849 covering a key event in the upheavals of 1848 and 1849 throughout Europe. It was in March 1849 that the Frankfurt Assembly finished work on a new German constitution and asked Frederick William IV of Prussia to become the German emperor. In April 1849, Frederick refused, which doomed the assembly. Having collected information about this specific episode, students will write articles and lay out newspaper “front pages” highlighting their stories as well as other information regarding the entire course of the revolutions of 1848 to that point in time.

## Objectives:

In completing the lesson, students will be able to:

- better understand some key events of the revolutions of 1848 and critically analyze the overall course of the upheaval as it unfolded in many parts of Europe
- write news stories and editorial content regarding the revolutions of 1848
- create “front pages” highlighting the upheavals of that year.

## Time required:

Five class periods

## Materials:

Computer(s) with Internet access, printer, word-processing and publishing software such as Microsoft Word and Microsoft Publisher (should you elect to have students complete the project electronically), poster board, glue (if you want students to assemble pages manually), copies of newspapers of the era (on microfilm or online, if available), the “Revolutions of 1848 Information Sheet” (provided)

## Procedures:

Before beginning the lesson, students should gain greater background knowledge of the way events unfolded throughout 1848 and 1849 in Europe. In particular, they should concentrate research on the key episodes in the following timeline.

- **February 1848:** The initial upheaval in France occurs, leading to the abdication of Louis Philippe and the declaration of the Second Republic. Elections are set for May for a National Assembly to create a new constitution.
- **March 1848:** Revolutionary outbreaks in the Rhineland, Vienna, Berlin, Milan, and Venice. As a result of unrest in Vienna, Prince Metternich resigns.
- **April 1848:** The “April laws” create a far more independent Hungary within the Austrian Empire.
- **May 1848:** A National Assembly of representatives of many small German states meets in Frankfurt to create a democratic constitution for a unified Germany.
- **May 1848:** The Italian Kingdom of Sardinia-Piedmont declares war on Austria, which controls several states in what would become Italy.
- **June 1848:** After elections, France’s new National Assembly is less favorable to republicanism. In June, it closes public works programs (the National Workshops) angering working-class groups and leading to new unrest.
- **June 1848:** A Pan-Slav Congress meets in Prague so that Poles, Czechs, Croats and other Slavic groups within the Austrian empire can assert their national rights against both German and increasingly independent Hungarian communities.
- **July 1848:** Austrian troops defeat the Kingdom Sardinia-Piedmont at Custoza.
- **September 1848:** Riots in Frankfurt force the Frankfurt Assembly to ask Prussia and Austria for help in restoring order.
- **October 1848:** On October 30, imperial troops enter Vienna and put down a workers’ uprising, ending the revolution there.
- **December 1848:** In France, Louis Napoleon is elected president of the republic, promising to continue to support the republic but also maintain order and respect for property.
- **March 1849:** After Sardinia-Piedmont declares war on Austria again on March 12, Austria crushes it at Novara.
- **April 1849:** The Frankfurt Assembly finishes work on the German constitution, and in March asked Frederick William IV of Prussia to accept the role of German emperor. On April 24, he refuses and the assembly disbands.

Ask students to speculate as to how a newspaper in either Europe or the U.S. might have covered these events. Next, explain to the students that they’ll be working in groups to create newspaper “front pages” covering the latest news, about Frederick William IV turning down the Frankfurt Assembly’s offer of the imperial crown. Their front page will also cover other related events from the 1848–1849 upheavals. In addition to basic news coverage, groups may want to include elements such as editorials, editorial cartoons, photographs, and even advertisements. Each group should try to address the following two questions, either in the news stories they write, or in editorials and news-analysis pieces they include:

1. *What are the key events in the upheavals to date (that is, as of April 1849)?*
2. *What is the overall pattern of these events, and what do they reveal about the forces of liberalism and nationalism that have fueled the upheavals?*

Once you've introduced the lesson to the class, have students begin research using the related Web sites and by filling out the "Revolutions of 1848 Information Sheet" to assist them in completing the project.

Allow sufficient time for students to complete their research. Once finished, students should take their information and shape it into news stories to include on the front page.

### **Evaluation:**

Once student groups have completed their front pages, evaluate the finished product using a suitable rubric. You may wish to use a school- or district-developed rubric, or the sample rubric included with this lesson. (Note: The rubric provided is geared toward evaluating projects created with word-processing and publishing software.)

### **Suggested Web resources:**

Many online resources deal with the revolutions of 1848. Some deal with one nation, one uprising, or a single important leader. Others deal with broad themes of revolution in general, conservatism, nationalism, liberalism, romanticism, socialism, Marxism, the Industrial Revolution, etc. Have students also look for more general information on these broader trends if you want them to include other articles or elements indicative of the time period.

Introductory essay for *The Encyclopedia of Revolutions of 1848*  
<http://www.ohio.edu/chastain/introduc.htm>

Index of entries to link to in the site of *The Encyclopedia of Revolutions of 1848*  
<http://www.ohio.edu/chastain/contents.htm>

A brief timeline of the revolutions of 1848  
<http://www.pvhs.chico.k12.ca.us/~bsilva/projects/revs/1848time.html>

A site with six different links to articles on 1848  
[http://www.age-of-the-sage.org/history/1848/revolution\\_of\\_1848.html](http://www.age-of-the-sage.org/history/1848/revolution_of_1848.html)

A timeline relating the general events of 1848–1849 to those in Italy  
<http://users.dickinson.edu/~rhyne/232/Four/1848.html>

An article on the Kingdom of Sardinia-Piedmont, 1848-1849  
<http://www.ohio.edu/chastain/rz/sard.htm>

An article on the Congress of Slavs in Prague  
<http://www.ohio.edu/chastain/ac/congslav.htm>

Otto von Bismarck during the upheavals of 1848  
<http://www.ohio.edu/chastain/ac/bism.htm>

On the April laws that abolished feudalism and made other changes in Hungary during the 1848 upheavals

<http://www.ohio.edu/chastain/ac/aprilaw.htm>

Several documents on France in 1848

<http://history.hanover.edu/texts/fr1848.html>

An article on the feminist press in France in the 1848 upheavals

<http://www.ohio.edu/chastain/dh/feminps.htm>

An eyewitness account of the initial uprising in France on February 22, 1848

<http://www.fordham.edu/halsall/mod/1848johnson.html>

Several documents on Hungary during the events of 1848–49

<http://www.h-net.org/~habsweb/sourcetexts/hungsources.html>

# Revolutions of 1848 Information Sheet

Event	Date of event	Significance of event (why it should be included on the front page)	URL or source of information

# Revolutions of 1848 Front Page Rubric

Category	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
<b>Research</b>	Information form completely filled out; evident that resources were thoughtfully selected	Information form filled out; sketchy information included for some resources	Information form incomplete; inclusion of several irrelevant resources	Information form incomplete; little or no rationale for including resources	
<b>Historical accuracy</b>	Resources germane to the subject; accurate portrayal of events	Resources generally germane; portrayal of events generally accurate	Resources somewhat germane; portrayal of events rarely accurate	Resources not germane; inaccurate portrayal of events	
<b>Creativity</b>	Layout of front page shows exemplary level of creativity and thought	Layout of front page shows generally high level of creativity and thought	Layout of front page somewhat difficult to read; flow of page generally acceptable	Layout of front page very difficult to read; flow of page unacceptable	
<b>Overall understanding of the 1848–49 upheavals</b>	Shows very clear grasp of how all the stories on the front page help explain the upheavals	Shows a good grasp of how most of the stories on the front page help explain the upheavals	Shows some grasp of how only a few of the stories help explain the upheavals	The stories as presented do not help explain the upheavals in any overall way	
<b>Additional criteria as set by teacher</b>					
<b>Overall group score</b>					



# Extension Activities

1. Have students conduct research on national culture or national symbols for the United States today or for a nation of interest to them. What are the traditions, foods, holidays, costumes, sports, etc. that contribute to a sense of national identity for that society? How have these customs or practices changed over time?
2. Have students conduct biographic research on any of the individuals described in this presentation. Students may present the results of their research in a variety of formats, for example:
  - A traditional written report
  - A dramatic interaction between a character from 19th-century European history and a modern character
  - A three-dimensional project utilizing a variety of materials that shows key events or decisions in the character's life
  - An obituary of the individual
  - Another project of the student's choosing
3. Extend the lesson through study of 20th century Italian or German history. Provide students with two or three sample primary sources (e.g., a speech, a poster or other visual artifact, an excerpt from a political document or law), or have the students locate and collect the sources themselves. How do these sources reflect the cultivation of nationalist pride (or chauvinism) in fascist Italy or Nazi Germany?

# Discussion Questions

1. Evaluate Stalin's definition of a nation. What are its strengths? What are its weaknesses? Can students identify a nation that fits his definition? What examples can they think of that contradict his definition, or suggest problems with it?
2. Why would monarchs view nationalism and nationalist activity a threat to their power?
3. What similarities exist between the history of Italian unification and German unification? What differences are there?

# Related Web Sites

## **Global Policy Forum**

<http://www.globalpolicy.org/nations-a-states.html>

The Global Policy Forum exists “to monitor policy making at the United Nations, promote accountability of global decisions, educate and mobilize for global citizen participation, and advocate on vital issues of international peace and justice.” The page referenced here provides links to contemporary issues pertaining to the actions and interactions of nations and states in the world today.

## **Nationalism**

<http://www.fordham.edu/halsall/mod/modsbook17.html>

The Internet Modern History Sourcebook (Fordham University) provides links to relevant primary sources on the World Wide Web.

## **The Nationalism Project**

<http://www.nationalismproject.org/about.htm>

Provides links primarily to articles, essays, bibliographies, and other secondary sources on nationalism.

# 19th-Century Nationalism: Multiple-Choice Quiz

1. The term “nationalism” includes which idea?
  - A. An economic policy
  - B. A form of government
  - C. An idea or feeling about one’s nation
  - D. A sporting event
2. In German Romantic nationalism, people such as Herder believed that nations were:
  - A. given by nature
  - B. won through military conquest and victory
  - C. old-fashioned and irrelevant to modern history
  - D. political institutions that should be regulated by law.
3. In what way is geography important to nationalism?
  - A. Nations must have good educational systems, including study of geography.
  - B. Geographic boundaries define the territory claimed by nations.
  - C. Nations must be geographically separated from one another.
  - D. Geographic features such as mountains limit the spread of nationalism.
4. How does Lord Byron’s poem about Greece reflect nationalist sentiment?
  - A. He is looking out at the sea.
  - B. He is dreaming,
  - C. He is a British man writing in Greece.
  - D. He is inspired by Greek history to dream of Greek freedom.
5. Joseph Stalin wrote, “A nation is a historically evolved, stable community of language, territory, economic life, and psychological makeup manifested in a community of culture.” Which fact suggests that Stalin’s definition has weaknesses?
  - A. The creation of the *Zollverein* contributed to German unification.
  - B. Italy gained control of the Italian peninsula, driving out the Bourbons and Austrians.
  - C. In Switzerland people speak French, German, and Italian.
  - D. Japan has a low level of cultural diversity.

6. Study the image:



In this image, Napoleon is portrayed as a general riding a goat, leading armies of rats and cats in battle against each other. What message does this image convey?

- A. Napoleon was a fool who will fight for no reason.
  - B. Napoleon was a heroic general.
  - C. Without Napoleon, Europe would have been overrun with vermin and pests.
  - D. Napoleon saved Europe from its enemies.
7. Which statement best reflects Metternich's attitude toward 19th-century European politics?
- A. Nationalists and liberals will win soon enough, so monarchs should give in.
  - B. Monarchs should work with parliaments to develop new constitutions.
  - C. Monarchs should protect traditional forms of power.
  - D. Monarchs should deal with revolutionaries swiftly and with severe violence.
8. Which factors led to the riots of 1848?
- A. Bad harvests, unemployment
  - B. Foreign invasion, new forms of military technology
  - C. Napoleon's exile to St. Helena, the development of democracy in England
  - D. The formation of the North German Confederation, Austria's invasion of Italy
9. What was the main outcome of the revolutions of 1848?
- A. Liberals won more power than moderates or conservatives.
  - B. Nationalists like Mazzini were crowned king.
  - C. Conservatives regained power.
  - D. New constitutions protected the rights of monarchs.

10. Immediately after the Congress of Vienna, what was the main characteristic of the Italian peninsula?
- A. It was united under Italian rulers.
  - B. It was divided into many independent territories.
  - C. A shared economy helped businesses expand.
  - D. Germans controlled large tracts of land in the south.

Base your answer to questions 11 and 12 on this quotation:

“The true country is the idea to which it gives birth; it is the thought of love, the sense of communion which unites in one all the sons of that territory.”

11. Which Italian wrote the words quoted above?
- A. Mazzini
  - B. Cavour
  - C. Garibaldi
  - D. King Victor Emmanuel II
12. What role did such ideas play in the history of Italian unification?
- A. They angered Austrians and the French, leading to war.
  - B. They motivated foreign kings to abdicate the throne, leaving Italy for the Italians.
  - C. They reminded the Italians of romance and passion, leading to peace in Italy.
  - D. They motivated Italians to fight for the freedom and independence of Italy.
13. What route did Garibaldi’s soldiers take in fighting for Italian freedom?
- A. They conquered the Alps, then fought south to Rome.
  - B. They conquered Rome, then continued to Naples and on to Sicily.
  - C. They liberated Sicily, then crossed the strait to Naples.
  - D. They liberated Lombardy, then traveled to the Papal States and Rome.
14. What was the impact of the *Zollverein* in Prussia?
- A. It expanded trade and strengthened the economy.
  - B. It raised prices, making German goods more expensive.
  - C. It enabled Austrians to purchase cheap goods abroad.
  - D. It limited trade with foreign countries.
15. What role did Bismarck play in German unification?
- A. He became kaiser (emperor).
  - B. He planned and carried out political maneuvers, including wars.
  - C. He supported liberals and nationalists against the Prussian king.
  - D. He supported Austria as the leading power in Germany.

16. The North German Confederation was formed after:
- A. Austria joined the German Confederation
  - B. Louis Napoleon III defeated southern Germany
  - C. Prussia defeated Austria in Schleswig
  - D. the Danish decided to join the German Confederation.

Base your answer to question 17 on the following quotation:

“We had to avoid wounding Austria too severely... If Austria were severely injured, she would become the ally of France and of every other opponent of ours; she would even sacrifice her anti-Russian interests for the sake of revenge on Prussia”—Bismarck.

17. Why did Bismarck want to avoid wounding Austria too severely?
- A. Bismarck liked Austria and did not want to hurt her.
  - B. Bismarck was concerned that Austria might attack Prussia.
  - C. Bismarck was concerned that Austria would not recover and Europe’s overall stability would be threatened.
  - D. Bismarck was a coward and used political excuses to avoid war.
18. What is one of the main characteristics of 19th-century Romanticism?
- A. The feelings expressed in romantic poetry and art were warm and positive.
  - B. Romanticism was a philosophy that supported traditional monarchies.
  - C. Romanticism was repressed by nationalists who were frightened of its ideas.
  - D. Romanticism expressed powerful feelings and personal experiences.
19. In what way can nationalism lead to genocide?
- A. Nationalism may lead a government to target certain groups of people as undesirable.
  - B. Nationalists tend to exercise poor judgment in making policy and law.
  - C. Nationalism is so closely connected to war that even in times of peace, nationalists seek to kill other people.
  - D. Nationalism is a cultural movement that has deadly consequences.
20. Which of the following are stateless nations?
- A. Kurds, Palestinians
  - B. Japanese, Canadians
  - C. Americans, Italians
  - D. African Americans, Italian Americans

# 19th-Century Nationalism: Multiple-Choice Quiz Answer Key

1. C
2. A
3. B
4. D
5. C
6. A
7. C
8. A
9. C
10. B
11. A
12. D
13. C
14. A
15. B
16. C
17. B
18. D
19. A
20. A









## 19th-Century Nationalism

## Essential Questions

1. In what ways did nationalism provide a basis, different from monarchy (with its dynastic principle), for defining and organizing a territorial state?
2. Why did nationalist movements arise in Europe in the early 19th century?
3. Why were professors, writers, and other middle-class professionals so central in leading the way in the nationalist movements in Europe in the 19th century?
4. In what ways did Napoleon and the Napoleonic Wars give birth to the earliest nationalist movements in Europe?
5. Why did the success of German, Italian, and other movements require a combination of idealistic nationalist leaders and practical, often ruthless political leaders?
6. Is nationalism more likely to generate authoritarian and aggressive states, or is it more likely to foster democratic states ready to resist oppression or domination by others?

## Part I: Nations and Nationalism



What does this mean to you?

**Teacher's note:** Have students write notes to themselves, then share with the class what the American flag means to them. Students will probably mention things such as pride and freedom. If students suggest critical views (such as imperialism), accept these as well. Use the ensuing discussion to explain that symbols are multivocalic—that is, they hold different meanings for different people. However, as a symbol of our nation, the flag clearly evokes powerful feelings of loyalty and belonging.

## Nationalism and Daily Life

- Holidays
- Music and art
- Literature
- Food
- Costumes
- History
- Sports
- Museums and monuments



**Teacher's note:** Have students think about a nation with which they are familiar and identify examples of these characteristics for that nation. Students may discuss the United States, or, if you have students who are first- or second-generation immigrants to the U.S., invite them to reflect on the culture and customs of their native lands. Students may also be familiar with the customs of another nation as a result of travel or study. Use the ensuing class discussion to raise student awareness of the complex ways in which national identity and pride are expressed in daily life.



Nationalism is:

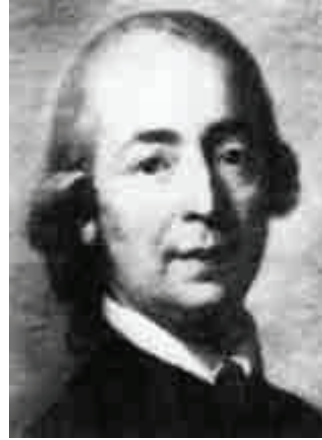
- the ideology or doctrine of nations
- the feeling of belonging to a nation
- the language or symbolism of a nation
- social and political movements on behalf of a nation
- the process through which nations are formed.

Anthony D. Smith

Nationalism is a complex idea. This presentation will explore many of the meanings of nationalism, including the creation of nations in 19th-century Europe, the sentiments people had as members of nations, the ways in which they expressed those feelings through the language of symbols, the movements that supported and expanded nations, and the belief systems that arose around nations and national identity.

## German Romantic Nationalism

“Nature brings forth families; the most natural state therefore is also one people, with a national character of its own.”  
Herder



Johann Gottfried von Herder was born in 1744. He studied theology and at one point served as the court preacher in Weimar. This quote reflects Herder's emphasis on the emotional and spiritual aspects of nationalism.



## What Is a Nation?

“A nation is primarily a community, a definite community of people, a stable community of people...”

Joseph Stalin



Joseph Stalin lived from 1879 to 1953. The son of a shoemaker, Stalin eventually became one of the most powerful leaders in Soviet history. In his essay, “Marxism and the National Question,” Stalin explored the concept of “nation” and how the existence of distinctive nations could be reconciled with the development of the communist USSR.

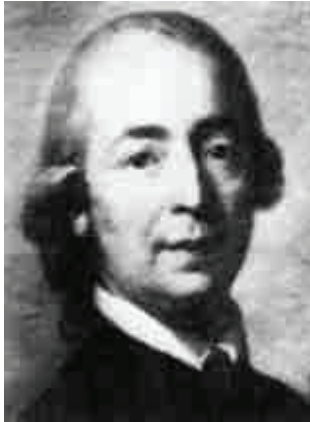


“A national community is inconceivable without a common language...”

Josef Stalin

In this image, three Russian soldiers chat in front of a kiosk. This picture illustrates both spoken and written language. Most world nations have a primary or official language. However, most nations also have many minority languages and, in some cases (e.g., Switzerland), a nation may have more than one official language.

## Language



“Has a people anything dearer than the speech of its fathers? In its speech resides its whole thought-domain, its tradition, history, religion, and basis of life, all its heart and soul.”

Herder

Language is important for practical communication. However, in this quote, Herder suggests that language is important for many other reasons as well. Language embraces the very soul of a people.



Elbe River

Where is the German's fatherland?  
Then name, oh, name the mighty land!  
Wherever is heard the German tongue,  
And German hymns to God are sung!  
This is the land, thy Hermann's land;  
This, German, is thy fatherland.  
Ernst Moritz Arndt (1813)

This stanza is from the song, "The German Fatherland." The first six stanzas repeat the question, "What is the German's fatherland?" and suggest a variety of answers, for example, "The Prussian land? The Swabian land? / Where Rhine the vine-clad mountain laves? / Where skims the gull the Baltic waves?" Then each stanza answers, "Ah, no, no, no! / His fatherland's not bounded so!" The stanza here finally discloses that the German's fatherland can be found where the German language is spoken.

**Teacher's note:** "Hermann" was a name used to refer to Arminius, the leader of a coalition of Germanic tribes that defeated a Roman army in 9 CE; Hermann became a symbol of the German nation around the time of the Napoleonic Wars.



“Community of territory is one of the characteristic features of a nation... This requires, in addition, an internal economic bond which welds the various parts of a nation into a single whole...”

Joseph Stalin

Today the majority of nations also have states, or internationally recognized political territories and governing institutions. Some groups, such as the Palestinians and Kurds, can be described as “stateless nations,” though both Palestinians and Kurds claim a homeland. In this quotation, Stalin observes that in order to be a nation a people must have an economy. Thus, people of different social classes, occupations, or other groups work together to produce and exchange goods.

## Johann Gottlieb Fichte



- 1762–1814
- German philosopher
- Supported French Revolution until Napoleon occupied Berlin
- In “Addresses to the German Nation,” he advocated national education in order to advance German autonomy

In some cases, it is not until a people are conquered and occupied by a foreign power that they develop an awareness of their desire for autonomy and freedom. Many 19th-century nationalist movements aimed to free themselves from a foreign power.

## Territory

“...in the natural view of things it is not because men dwell between certain mountains and rivers that they are a people but, on the contrary, men dwell together—and, if their luck has so arranged it, are protected by rivers and mountains—because they were a people already by a law of nature which is much higher.”

Fichte (1806)

Fichte recognized the importance of language in defining a people, yet he discusses the significance of territory also. Mountain chains, rivers, deserts, and oceans are features of the physical landscape that shape the places within which people live.

**Teacher’s note:** Briefly discuss the following with the class.

- According to the text, are people a nation because they share a physical territory? Or do they share a territory because they live together?

## National Character



“The ‘national character’ is something indefinable to the observer, but inasmuch as it manifests itself in a distinctive culture common to the nation it is definable and cannot be ignored...”

Stalin

“National character” is a 19th- and early 20th-century concept. It is hard to talk about national character without delving into stereotypes or clichés, but it is common for people to perceive nationalities being distinct from one another. Americans are often seen as individualistic, brash, and aggressive. Italians are known for romance, and Japanese people are often viewed as being highly disciplined. Today, historians and anthropologists are more likely to talk about national “identity” than national character, or about the psychological and social connection individuals feel with nations.



## National Character (continued)

“Read Tacitus; there you will find [the Germans’] character: ‘The tribes of Germany, who never degrade themselves by mingling with others, form a peculiar, unadulterated, original nation, which is its own archetype. Even their physical development is universally uniform, despite the large numbers of the people’.”

Herder

In this passage, Herder refers to the Roman historian Tacitus, who commented favorably on the Germans for being a distinct people. Later in the same text, Herder argues that the German people *have* become degraded by mingling with others.

**Teacher’s note:** Ask students to think about what might happen if political leaders agreed that “mingling” with “others” degrades a nation. What measures might a leader take to restore the integrity of a nation and make it strong again? (The leader might attempt to close the nation’s borders to immigration, expel immigrants, prohibit marriages between people of the nation and others, and even plan or carry out expulsions or genocide.)

## National Culture

“The best culture of a people cannot be expressed through a foreign language; it thrives on the soil of a nation most beautifully.”

Herder



In this quote, Herder develops the theme of the distinctiveness of nations. In quotes on previous slides, Herder described language and character as being defining characteristics of nations. This quote adds to that the idea of culture, or the habits and customs of daily life. The image in this slide reflects a stereotypical portrayal of German culture.

## Nationalism and History

“Freedom to [the Germans] meant just this: remaining Germans and continuing to settle their own affairs, independently and in accordance with the original spirit of their race... When our ancestors triumphed over *Roma* the eternal, not one of all these peoples was in existence, but the possibility of their existence in the future was won for them in the same fight...”

Fichte



In this quotation, Fichte refers to the history of the German people going back to the fall of the Roman Empire. A sense of history and historical destiny is an important element of nationalism. Nations are made through historical processes. An understanding of history enables people to identify with the creation and existence of their nation. The image in this slide shows Germanic invaders triumphing over the Romans.



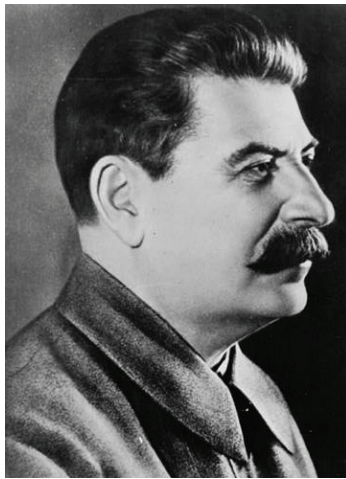
View from Greece

The mountains look on Marathon—  
And Marathon looks on the sea;  
And musing there an hour alone,  
I dream'd that Greece might yet be free  
For, standing on the Persians' grave,  
I could not deem myself a slave.

Lord Byron

In 1823, Lord Byron went to aid the Greeks in their fight for independence from the Turks. He would die just a year later, but he left this stanza from “The Isles of Greece” as part of his literary legacy. Here, Byron refers to the battle of the Greeks against the Persians on the plain of Marathon. It is said that 10,000 Greeks defeated 25,000 Persians in the battle, effectively retaining their freedom from Persian domination.

**Teacher’s note:** Ask your students to interpret the last two lines: “For, standing on the Persians’ grave / I could not deem myself a slave.”



“A nation is a historically evolved, stable community of language, territory, economic life, and psychological make-up manifested in a community of culture.”

Stalin

This definition summarizes the key characteristics of a nation. Nations are communities of people who share a homeland or identify with one. They maintain an interconnected economic life and can be seen as having distinctive personalities, habits, and customs.

## Discussion Questions

1. Is there such a thing as “national character”? For example, do all Americans have characteristics in common that set them off from Italians, Germans, Chinese, or other national groups? Or is the idea of “national character” a simplistic stereotype—that is, does it stress or exaggerate some qualities that are not particularly unique to Americans? List five traits you think most people see as basic to the national character. As a group, discuss how common these traits really are in the Americans you know.

1. In this discussion, talk about the various traits on the lists and discuss why they appear to be common to Americans. Seek to find exceptions that show how each trait is found elsewhere or not found in every American. The aim should be not to give a definitive yes-or-no answer to the question about the existence of a national character, but to show that simple stereotypes about Americans and about other nationalities can be false and harmful.

## Discussion Questions (continued)

2. Johann Gottfried von Herder said a common language was crucial to forming a true nation. Specifically, he said, “The best culture of a people cannot be expressed through a foreign language...” How important do you think a common language is to forming a spirit of nationalism in a people? Rank the following nations, starting with those in which a common language seems most important, to those where it is less important in forming a sense of national identity and nationalism: France, China, the U.S., Canada, India.
3. Often, Indian or Native American peoples in the U.S. use the term “nation” for their societies. Do you think these groups are true nations? Why?

2. These examples were purposefully chosen to suggest that a single common language may not be essential to developing a strong nationalist sentiment and sense of identity. English, for example, is clearly the most common language in the U.S. and Canada, while France has French. Yet in these nations, other languages are primary for many people who still identify strongly with their nations. China and India are even more diverse in the spoken languages that exist side by side. Some students may note that a single *written* language does dominate more completely in most of these nations.
3. In the sense of a nation as a completely sovereign state with clearly defined territory, the Indian nations may not qualify as true nations. However, some students may insist that they are nations in the sense of a people who feel they share a common identity, culture, and history.

## Part II: 19th-Century Nationalism



The first part of this presentation focused on the definition of nationalism and nations. Part II of the presentation explores:

- Napoleon and the post-Napoleonic era
- Congress of Vienna
- Revolutions of 1848
- Unification of Italy
- Unification of Germany
- Nationalism and Romanticism



## Napoleon's Rise



- 1796: Led French army against Austria and Sardinia
- December 2, 1804: Crowned himself Emperor
- By 1812, conquered and controlled most of Europe

In this image, Napoleon appears in a Roman-style chariot, surrounded by symbols of royalty and divine power. He appears to be taking part in a victory parade.

## Napoleon's Fall



- December 1812: end of failed assault on Russia
- October 1813: lost to the Germans at Leipzig
- April 1814: exiled to Elba

**Teacher's note:** Briefly discuss the following with the class:

- This image depicts the life of Napoleon, from his boyhood to the pinnacle of his success as emperor. What do the right-hand and lower portions of the image suggest? (Napoleon's eventual defeat and eternity in hell)

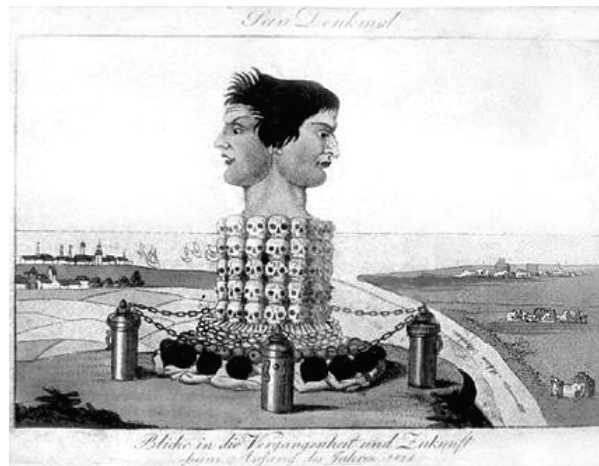
## Napoleon's Second Exile



“Celebrating Napoleon’s Birthday on the Island of St. Helena”

Napoleon returned from his first exile in Elba, seized power, raised an army, and went back to war with other European countries. At the Battle of Waterloo in 1815, he was defeated and forced into exile for a second time. The cartoon shown in this slide, “Celebrating Napoleon’s Birthday on the Island of St. Helena,” ridicules Napoleon. He is portrayed as a clown, riding a goat while leading rats and cats into battle against one another.

## Napoleon's Legacy



"His Monument"

The Roman God Janus could see into both the past and the future. In the cartoon shown on this slide, both Napoleon's past and future rest on a base of skulls. Following Napoleon's final defeat, the political leaders of Europe restored the French monarchy and convened an international congress in Vienna to try to reestablish a more conservative order in Europe after years of war and upheaval stemming from the French Revolution and Napoleon.

## Prince Klemens von Metternich

- 1773–1859
- Austrian aristocrat and diplomat
- Goals for the Congress of Vienna (1814–15):
  - Limit French aggression
  - Create a balance of power in Europe
  - Restore monarchies



One of the principle participants at the Congress of Vienna was Prince Metternich, Austria's foreign minister. During his diplomatic career, Metternich served as ambassador to Prussia, Saxony, and France. While one of Metternich's goals at the Congress of Vienna was to limit the power of the French, he did not seek to crush France. Rather, he sought to balance French power with that of other European states. He opposed German unity and sought to make Austria a leading power in the German confederation. In particular, he feared the spread of nationalism among the different groups within the Austrian Empire.

## Key Participants at Vienna



Tsar Alexander I of Russia

- Prince Metternich of Austria
- Tsar Alexander I of Russia
- Lord Castlereagh of England
- Frederick William II of Prussia
- Charles Talleyrand of France

The Congress of Vienna, which took place from 1814 to 1815, brought together Europe's most powerful statesmen. While they wined, dined, and danced, they also negotiated political treaties that would ensure general stability throughout Europe—and protect royal power.

## Metternich on Monarchs



Crown of the Austrian Empire

Monarchs should:

- “Maintain the stability of political institutions”
- “Give minute attention to the financial state of their kingdoms”
- “Be just, but strong, beneficent, but strict”
- “Maintain religious principles”
- “Suppress secret societies”
- “Strengthen their union”

Prince Klemens von Metternich was no friend of political liberalism or nationalism. He had as one of his primary goals the restoration of monarchies in Europe. He viewed monarchs as paternal, benevolent rulers who could counteract the foolish passions of the masses. By doing so, monarchs could stave off revolutionary excesses like those that occurred in late-18th-century France.

## Provisions of the Congress



Europe in 1815

- Austrian Netherlands and the Dutch Republic united as the Kingdom of the Netherlands.
- Thirty-six German states united as the German Confederation, led by Austria (later increased to 39).
- Switzerland became independent.
- The Kingdom of Sardinia in Italy received Genoa.
- In some cases, the Congress of Vienna resulted in the restoration of some pre-Napoleonic borders, while in other cases new political territories were created after 1815.

You can recognize many contemporary European nations on this map, including Portugal, Spain, and France. However, if students look closely at the area where one would expect to find Italy and Germany, they'll see instead a number of distinct territories. These are the kingdoms and duchies that would eventually be united in the new 19th-century nations of Italy and Germany.



# The German Confederation



The red outline indicates the German Confederation.

The German Confederation dominated north central Europe. However, as its name (“confederation”) indicates, rather than being equivalent to a united kingdom or nation, it was a union of a large number of territories, many of which had their own distinct language, culture, religion, and history.

## Discussion Questions

1. Some historians stress a view of Napoleon as a nationalist who sought a united France based on a strong spirit of national identity. Other historians stress Napoleon as an imperialist who worked to thwart nationalism in all the lands he tried to conquer. Which view of Napoleon do you think is more accurate? In what way did Napoleon foster nationalism even more by his efforts to thwart it outside of France?
2. Analyze the cartoon in slide 24. What point does the cartoon make by the way the steps rise on the left and then descend to the right? What other famous figures in history could be depicted with a similar set of steps up and down? As a group, share and discuss your choices and how the stair-step cartoon could be adapted to each.

1. Napoleon was an authoritarian leader, but to fight his wars he had to appeal to the patriotic feeling of millions of French citizens in order to motivate his huge armies. He produced a uniform law code for the nation and defined his aims in terms of the ideals generated during the French Revolution. As a conqueror, he feared patriotic or nationalist sentiment and tried to thwart it when it arose against him. However, his effort to conquer all of Europe did foster nationalist sentiment among many who fought to resist him.
2. The image depicts the life of Napoleon. On the left, the steps up show his rise from humble origins to his role as a great general and emperor. On the right, the steps down show his fall from power that began with his disastrous invasion of Russia in 1812 until his complete defeat and exile—and an imagined eternity for him in hell. Students ideally should come up with examples of highly successful leaders who then failed dramatically due to overreaching and pride, such figures as Adolf Hitler, Julius Caesar, Richard Nixon, etc.

## Discussion Questions (continued)

3. Prince Klemens von Metternich believed in the dynastic principle not national identity as the basis for forming and governing each state's territory. What do you think the difference is between "the dynastic principle" and "national identity" as the basis for forming a territorial state? Why do you think Metternich feared nationalism and preferred the dynastic principle?

3. A dynasty is a series of rulers seen as members of the same family. The dynastic principle refers to the right of a monarch to rule a given territory based on the noble heritage and title to rule held within his family. Dynastic rule is independent of the language, culture, or heritage of the land or lands under that rule. A territorial state based on national identity is one justified by the common culture, language, and tradition of the people making it up. Metternich wanted to keep Europe stable above all. Hence he feared nationalism as a disruptive force that would seek more-democratic government and undermine the legitimacy of Europe's existing monarchs and aristocratic elites.

## The Italian Peninsula (1815)



Subsequent to the Congress of Vienna, the Kingdom of Sardinia acquired Genoa; Austria acquired Venetia and Lombardy; the Duchy of Parma was ruled by Spanish Bourbons; the Kingdom of the Two Sicilies (Naples and Sicily) was also ruled by Bourbons (allies of Austria); and the Papal States were under the authority of Pope Pius VII.

# 1848: Year of Revolutions

Causes:

- Poor harvests
- Food shortages
- Economic depression
- Unemployment
- Desire of people for increased political power and civil liberties
- Nationalism and political liberalism



At the barricades

By 1848, the Industrial Revolution, which had started in England, had expanded across Europe. The resulting urbanization led to the growth of both middle and working classes. While factory workers had not yet emerged as a unified political force, the middle class had. Members of the bourgeoisie and artisans desired constitutional reforms and increased political power. Europe's monarchs were not fully prepared to share power democratically. Thus, growing tension existed between the new social classes emerging out of 19th-century industrialization and older elite from pre-revolutionary times. In this difficult context, food shortages and unemployment sparked discontent that would emerge in full-blown—though widely unsuccessful—revolutions.

## 1848 in France

- Banquets were used as forums for presenting opposition views to the public
- February 22 banquet in Paris cancelled
- Parisians demonstrated, joined by National Guard
- Parisians killed by government forces
- February 24, 1848: King Louis Philippe abdicated the throne to avoid civil war
- The Second Republic was declared



Leaders of the 1848 revolution in France included Alphonse de Lamartine, a poet and historian. His faction desired political reform. Another faction was led by Alexandre Ledru-Rollin and Louis Blanc. They sought social reform in addition to political reform. Public banquets enabled these opposition leaders to inform the public about their goals. The government, led by King Louis Philippe, became understandably wary of opposition activity. The king was not much concerned about the demonstrations at first, but then he learned that members of his own national guard had joined the melee. The Second Republic was led by moderates, though radical leaders were also given a voice.



Pamphlet published in Paris, late February 1848

The headline reads, “French Republic: The struggle of the people of Paris during the 22, 23, and 24th of February, 1848.” The boy’s banner reads, “Reform.”

**Teacher’s note:** Briefly discuss the following with the class:

- Ask students to study the image for evidence of the ways in which the revolutions of 1848 pitted members of different social classes against each other. (The soldiers represent the established political power in France, while the citizen-fighters represent the workers.)



## 1848 in France (continued)

Who is speaking to whom?:

*“We are not asking for charity. The republic promised work to provide a livelihood for all its children... So give us work so that we may live like free men... Do not forget, Monarchists, that it was not so that we could remain your slaves that we brought about a third revolution...”*

**Teacher’s note:** Briefly discuss the following with the class:

- Ask students to reflect on the message in the quotation and infer who the speaker is. (This quotation is from a petition signed by a brigade of workers, possibly in June of 1848.) What does the speaker want, and why?



## Berlin: March 19, 1848



When news of the successful revolution in Paris reached Berlin, radicals revolted there as well.

**Teacher's note:** Briefly discuss the following questions with the class:

1. Ask students to study the image. What is the most prominent element? (The colorful flag in the center)
2. How does the artist draw the viewer's attention to the flag? (The color contrast and the geometry of the image; the perspective drawing of the buildings around the perimeter of the image draws the viewer's eye to the center.)
3. What appears across the ground of the image (the center front)? (Revolutionaries, debris, another flag)
4. How does the artist convey the explosive nature of the revolt? (Flames are seen in several windows; the horizon is clouded with smoke.)

## 1848 in the German Confederation

- Middle class sought constitutional government, property rights, security, and prosperity
- Artisans struggled against industrialists and capitalists, sought to protect guild system
- Workers demanded suffrage and social reforms
- Peasants sought security in land ownership



German peasant workers

In 1848, the Industrial Revolution had not advanced very far in Germany. As a result, Germany did not yet have a political or economically powerful middle class, or a unified proletariat. These social and political divisions prevented Germans from advancing a unified liberal or nationalist movement.

## 1848 in Prussia



Frederick William IV

- Absolutist monarch Frederick William IV conceded to demands, convened the Prussian Assembly
- In Frankfurt, Parliament opened in May 1848, and developed a constitution for a united Germany
- Frederick William IV turned down offer of imperial crown
- German princes retained autonomy

The Frankfurt Parliament was dominated by middle-class professionals such as teachers, lawyers, and civil servants. These predominantly liberal representatives sought a path to German unity. However, their attempts to win Frederick William's support were thwarted when he refused to accept an imperial crown offered by an elected body. He stated that the offer had come "from the gutter." In addition, he declined to place himself over the Habsburg monarchy. Ultimately, the Frankfurt Parliament was dissolved.

## Outcomes of 1848

- Conservatives returned to power
- “June Days” in France
- Louis Napoleon emerged as emperor of France
- Monarchy retained in Prussia



Emperor Louis Napoleon III

In general, the revolutions of 1848 exploded rapidly across Europe, then fizzled out just as quickly. Liberal reform was impeded by larger social conflicts. For example, during the “June Days” of France, about 4500 social reformers were killed by government troops. Some scholars suggest that Louis Napoleon was able to become emperor in part due to the support of peasants who confused him with Napoleon Bonaparte and who associated Napoleon with land and security. In Prussia, King Frederick William IV accepted a constitution that was similar to those of southern German states. However, government ministers answered only to the king, and laws governing electoral processes strongly advanced rich landowners in the parliament.

## Discussion Questions

1. The Industrial Revolution greatly expanded two social classes, the prosperous property-owning middle class and a class of those who worked for a wage in the new factories and businesses. Why did these classes in particular so threaten Europe's monarchs and ruling aristocrats in the years leading up to the 1848 revolutions?
2. Consider the social and economic differences between France, on the one hand, and Prussia and other German lands on the other. How do these differences help explain the different outcomes of the 1848 revolutions in both territories? In particular, how do they help explain why Prussia's Frederick William felt bold enough to refuse to accept the imperial crown from the Frankfurt Assembly?

1. The middle classes wanted representation in governments controlled ever more exclusively by tiny groups of aristocratic elites and monarchs. They also wanted greater acceptance for the idea that status and power should be based on merit or the efforts of an individual, not on noble birth. Workers also wanted more of a say in how society was ruled, and they wanted a more even distribution of the wealth of both aristocratic elites and middle-class business owners.
2. Prussia had a far less developed industrial economy at this time, with a weaker, propertied middle class and a less-organized and smaller working class, the two groups most likely to push for greater democracy and more radical change. The Frankfurt Assembly was dominated by professionals, lawyers, teachers, and others who did not have a lot of power in Germany society yet.

## Problems Facing Italy After 1815



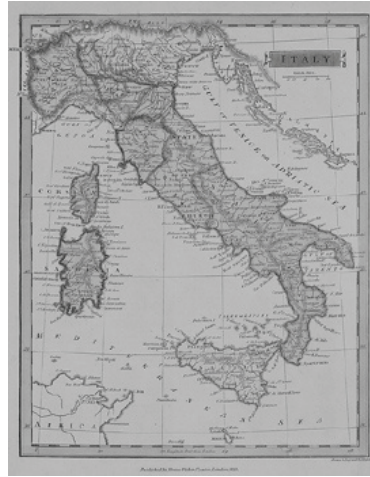
View of the Tiber River, Rome

- Politically divided
- Significant territories ruled by Spain and Austria
- Linguistic and cultural diversity
- Regional diversity
- Economic diversity
- Lack of widespread nationalist sentiment

As described in previous slides, prior to 19th-century unification, Italy was divided into several distinct territories, including the Kingdom of the Two Sicilies (ruled by Spanish Bourbons), Tuscany (independent), the Papal States (under the authority of the Pope), the Kingdom of Piedmont and Sardinia, and territories under the authority of Austria. In this period, most Italians did not speak Italian; rather a person could travel as few as 50 miles from his or her home and arrive in an area where a completely different language or dialect was spoken. While the north had begun to industrialize, the south remained predominately rural. Different territories used different weights and measurements, impeding commerce. Frequent tolls slowed the travel of merchants and goods. Many Italians were loyal to the Austrians and the Bourbons, and would fight against their brethren Italian nationalists in 19th-century wars. Clearly, the path to Italian unification would not be smooth.

## The *Risorgimento*

- Italian for “resurgence”
- Period of cultural nationalism and political unification
- Peasants struggled against landowners
- Middle class sought expanded rights and opportunities
- Secret societies and growing literary traditions advanced love and loyalty for Italy and a commitment to Italian unity and independence



The *Risorgimento* (“resurgence”) had political, social, economic, and cultural dimensions. Politically, the larger rivalry between France and Austria would be played out on the Italian peninsula as smaller states committed themselves to one side or another in the hopes of survival. Ultimately, the Kingdom of Piedmont and Sardinia would prove savvy and aggressive enough to aggregate Italian territories into a unified Italy. As books and magazines began to circulate among a small but increasingly literate population, a minority of Italians developed the ability to frame its grievances and desires in terms of freedom and independence. Giuseppe Mazzini would emerge as one of the most eloquent spokesmen for Italian nationalist sentiments.

## Giuseppe Mazzini

- 1805–1872
- Studied literature and philosophy
- Imprisoned 1830–1831, then exiled
- Founder of “Young Italy”
- Almost all of his revolutionary efforts failed
- However, he emerged as the leading spokesman for Italian patriotism



Mazzini was an eloquent author who was viewed as highly threatening by conservative Italian regimes. Exiled to London, he sought to lead a revolutionary movement from abroad. While he did not achieve lasting practical results for Italian unification, his eloquent and passionate treatises would inspire subsequent revolutionaries. His work on guerrilla warfare was sufficiently notable that no less than Metternich himself sent for a copy to study.



## Mazzini on Italy

“O, my brothers, love your Country! ...Country is not only a mere zone of territory. The true country is the idea to which it gives birth; it is the thought of love, the sense of communion which unites in one all the sons of that territory. ...And so long as you are ready to die for humanity, the life of your country will be immortal.”

Note the vocabulary Mazzini uses in this short passage. He refers to country as an idea, as something to be loved, as a sense or feeling of communion. He goes so far as to suggest that one should be willing to die for one's country.

## 1848 in Italy



King Ferdinand of Naples

- Sicilians protested against King Ferdinand of Naples
- Unrest spread from Sicily to Naples
- King Ferdinand forced to grant a constitution
- Charles Albert of Piedmont-Sardinia followed with a constitution
- February uprising in Paris were followed by March uprisings in Vienna, then battles in Milan

Bad harvests of 1847 led to food shortages across Europe, including Italy. Conservative monarchs attempted to use a variety of means, including censorship, to maintain control as unrest began to spread. In the south, Sicilians had long waited for an opportunity to rebel against King Ferdinand, who ruled from Naples. The Sicilian revolt spread rapidly to the mainland, producing constitutional reforms.

## Mazzini (1848–49)

- Pope fled Rome rather than oppose Catholic Austria
- Mazzini emerged as ruler of Roman Republic for three months in 1849
- July 1849: Roman Republic fell to Catholic French
- King Charles Albert of Piedmont-Sardinia abdicated, succeeded by Victor Emmanuel II



Victor Emmanuel II

In the north, Italian patriots and nationalists battled Austrian forces. While the Pope had indicated support for constitutionalism, he could not support Italian forces against a leading Catholic power. Once in power in Rome, Mazzini attempted to implement changes such as land reform; however, this only intensified the division between moderates and radicals. Meanwhile, Catholic forces outside Italy massed support for the restoration of papal power in Rome. With their help, the French restored papal power.

## Giuseppe Garibaldi



- 1807–1882
- Served as a soldier in South America
- Fought for Sardinia against Austria
- Led “Red Shirts” to victory against Kingdom of the Two Sicilies

Garibaldi’s military career took him not only to South America but also to the U.S. He returned to Italy to fight on behalf of Sardinia against Austria, and later against Bourbon rule of Sicily and Naples. Ultimately, he remained loyal to Victor Emmanuel II of Sardinia-Piedmont and delivered the territories he had won for Italy to the king.

## Garibaldi: Report on the Conquest of Naples (1860)

“Having reached the strait, it became necessary to cross it. To have reinstated Sicily in the great Italian family was certainly a glorious achievement. But what then were we, in compliance with diplomacy, to leave our country incomplete and maimed? What of the two Calabrias, and Naples, awaiting us with open arms? And the rest of Italy still enslaved by the foreigner and the priest? We were clearly bound to pass the strait, despite the utmost vigilance of the Bourbons and their adherents.”

Garibaldi acknowledges the significance of the liberation of Sicily from foreign rule, yet expresses a commitment to moving forward and advancing the cause of Italian liberation. His use of the words “incomplete” and “maimed” suggests that he imagines Italy as being like a person or a body. His use of the phrase, “enslaved by the foreigner and the priest,” also personifies Italy as a person who is not free.

**Teacher’s note:** Briefly discuss the following questions with the class:

- To whom does Garibaldi refer to as “the priest”? (The Pope)
- What attitude do you think Garibaldi held toward the Pope and the Catholic Church? (He felt that neither the Pope nor the Church should rule Italy.)



Sicily and southern Italy

As you can see from the illustration in this slide, Sicily is located just off the tip of Italy. Garibaldi and his soldiers crossed the strait, then headed north toward Naples.

## Garibaldi in Naples

“I entered Naples...the King of Naples having, on the previous day, quitted his palace to retire to Capua. The royal nest, still warm, was occupied by the emancipators of the people, and the rich carpets of the royal palace were trodden by the heavy boots of the plebeian.”



Mt. Vesuvius towers over Naples

**Teacher’s note:** Briefly discuss the following questions with the class:

- What does Garibaldi mean by the “royal nest”? (The palace)
- Who are the “emancipators”? (Those who freed Naples from monarchy)
- Who are the “plebeians”? (Simple people, workers and farmers. This term stems from the old days of the Roman Republic.)
- Ask students to summarize the political conflict expressed in these short lines of text. (The conflict is portrayed as existing between the monarch and the nationalist, or republican, liberators.)



“At Naples, as in all places we had passed through since crossing the strait, the populace were sublime in their enthusiastic patriotism, and the resolute tone assumed by them certainly had no small share in the brilliant results obtained.”

Garibaldi

**Teacher’s note:** Briefly discuss the following question with the class:

- Garibaldi refers to the “brilliant results” he and his forces achieved. Yet he does not take sole credit. To what does he point as contributing to the success of his nationalist forces? (The “resolute tone” of the people)



## Count Cavour



- 1810–1861
- Noble background, liberal sentiments
- Member of Parliament, reformed finance and army for Sardinia
- Through participation in Crimean War, won respect of Europe for Sardinia
- Negotiated agreement with Napoleon III to battle Austria in exchange for Savoy and Nice

If Mazzini represented the spirit of Italian nationalism and Garibaldi represented military prowess, Count Cavour represented the political and diplomatic side of Italian unification. Through the use of strategic negotiations, Cavour won international respect for Sardinia and French support for Sardinia's war against Austria.

## Cavour on Napoleon III (1858)

“The Emperor started by saying that he had decided to support Sardinia with all his forces in a war against Austria, provided that the war was undertaken for a non-revolutionary cause, which could be justified in the eyes of diplomacy and still more of public opinion in France and Europe.”



Napoleon III

In this short note, Cavour reports on his successful negotiation with Napoleon III. In exchange for the territories of Savoy and Nice, Napoleon III agreed to support Sardinia in its war against Austrian control of Lombardy and Venice.

## King Victor Emmanuel II (1861)



Victor Emmanuel II

“Free, and nearly entirely united, the opinion of civilized nations is favorable to us... I take pleasure in manifesting to the first Parliament of Italy the joy I feel in my heart as king and soldier.”

Having sacrificed Savoy and Nice to France, King Victor Emmanuel II won Lombardy and Venetia from Austria. Together with the territories liberated from foreign rule by Garibaldi, Victor Emmanuel was able to preside over a unified Italy for the first time in modern European history.

## Summary of Italian Unification

- Passion for a free and united Italy initiated by charismatic nationalists
- Unification realized by aggressive leaders
- Political manipulation contributed significantly
- Foreign powers overthrown
- Spirit of nationalism began to unite Italians despite cultural, social, and regional differences



Italian stamp  
commemorating Mazzini

The unification of Italy was achieved through a combination of cultural, political, and military strategies. The idea of Italy and a passion for Italy was created through the speeches, literature, and culture of the *Risorgimento*. At the same time, unification would not have been achieved without the courage of numerous armed forces and the skillful manipulation by high-level government officials, particularly Count Cavour.

## Discussion Questions

1. Italy was unified by 1861. However, the Congress of Vienna had left Italy divided in a number of ways that made it especially hard for Italian nationalists to unify it. List some of the factors that made Italian unification so difficult.
2. Giuseppe Mazzini, Giuseppe Garibaldi, Count Cavour: These three key figures in Italian unification were very different from one another in major ways. Give one or two sentences for each figure in which you sum up his greatest strengths in bringing about Italian unification. Of the three, which do you consider the single most important in achieving a united Italy?
3. As was true elsewhere, the spirit of Italian nationalism arose first among the educated professionals, such as writers, professors, government administrators, and other cultural leaders. Why do you think this was so? As a class, discuss this question.

1. Italy was divided into several small states; social class and economic differences were great between an industrializing north and a poor, agricultural south; Austria controlled parts of the north of what would become Italy; the Pope and Catholic Church hierarchy controlled some small states in central Italy; no one language united the entire region; etc.
2. Student answers will vary but should stress Mazzini's nationalist idealism and commitment to democracy, Garibaldi's military prowess and readiness to fight for unification, and Cavour's practical diplomatic skills. As to which was most important, answers will vary and should be discussed.
3. Possible answers include the interest such people have in the written language, which is a key means by which people learn to see themselves as part of a national community; work that is less tied to specific localities and involves the person in nationwide issues and concerns; etc.

# German Unification

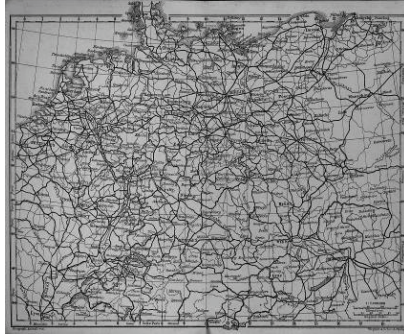
- Expanding industrial economy altered economic and political climate in Prussia
- Otto von Bismarck, architect of German unification
- Bismarck motivated to consolidate and expand German power
- Bismarck not motivated by sentimental aspects of nationalism
- German cultural nationalism would emerge in concert with German unification



Germany, 1866–1871

After 1850, German industrialization took off. Iron production, the construction of factories, the development of railroads, textile production, and the expansion of related industries led to rapid population growth and urbanization. Between 1862, when Bismarck was appointed Prussian Minister-President, and 1871, when German unification was achieved, Bismarck would make a series of key political and military decisions that strengthened Germany against both Austria and France. Bismarck was a master of *realpolitik*, or political pragmatism and opportunism. He was not motivated by sentiment. A spirit of German nationalism would emerge within the united Germany, even though it was not a driving force behind unification.

## *Zollverein* (Customs Union)



German railroads

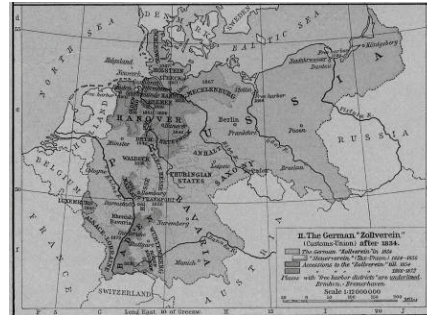
- Established 1834, Prussia
- Customs barriers eliminated
- Later expanded across multiple German states
- Expansion of industry and commerce followed
- Germany's middle class strengthened

Prussia had the foresight to loosen internal barriers to commerce beginning in the 1830s. Later, the *Zollverein* (German Customs Union) expanded to include numerous states in the German Confederation. Austria was sufficiently threatened by the growth of German commerce that it attempted to interfere—unsuccessfully—with the renewal of related treaties. As industry grew, Germany's middle class grew as well. Demands for constitutional reforms would follow.

## *Zollverein*: Expansion



*Zollverein* up to 1834



*Zollverein* after 1834

These two maps show the expansion of the German customs union prior to and after 1834; in particular, Hanover and Bavaria have been added. The *Zollverein* facilitated trade and, therefore, the growth of industry and the economy across the German federation.



## Otto von Bismarck

- 1815–1898
- 1847: elected to the Prussian *Landtag*
- 1851–59: Prussian minister to Frankfurt Parliament
- 1859–1862: Ambassador to St. Petersburg
- 1862: Ambassador to Paris
- 1862: Minister-President of Prussia



Bismarck was born in the same year that the Congress of Vienna concluded. Bismarck was elected to the Prussian *Landtag* (government) at age 35. He served Prussia in a series of prestigious and influential international positions. As a son of Germany's *Junker* class, Bismarck sought to protect the interests of Prussia's elite landowners and aristocrats.

## Bismarck (1856)

“Germany is clearly too small for us both [Prussia and Austria]; as long as an honorable arrangement concerning the influence of each in Germany cannot be concluded and carried out, we will both plough the same disputed acre, and Austria will remain the only state to whom we can permanently lose or from whom we can permanently gain...”



Commemorative stamp

**Teacher’s note:** Briefly discuss the following with the class:

- In this letter to Minister Manteuffel of Austria, Bismarck clearly expresses his perception of an unavoidable conflict between Prussia and Austria. What does he mean by the metaphor, “we will both plough the same disputed acre”? (He alludes to two farmers who can’t agree on property ownership struggling with each other as they both try to cultivate the same land.)
- Does the last line, “Austria will remain the only state to whom we can permanently lose or from whom we can permanently gain,” suggest that Bismarck anticipated being able to resolve Prussia’s conflicts through peaceful negotiation? Why or why not?

“...nicht durch Reden und Majoritätsbeschlüsse werden die großen Fragen der Zeit entschieden—das ist der große Fehler von 1848 und 1849 gewesen—sondern durch Eisen und Blut.”

“...It is not through debate and majority decisions that the great questions of the age will be decided—that was the great failure of 1848 and 1849—rather through iron and blood.”

Otto von Bismarck (1862)

Bismarck’s famous speech, which is often misquoted as “blood and iron,” was addressed to the Prussian Parliament. Parliament had voted against the king’s request for additional money for the army. In this speech, Bismarck asserted his conviction that a strong economy and a decisive military would make Prussia—and Germany—great. Bismarck proceeded to find a constitutional loophole that enabled him to override Parliament’s decision and fund the army.

## Nine Years to German Unification

- 1862: Bismarck appointed Minister-President
- 1863: Germany and Austria battled Denmark
- 1866: Prussia defeated Austria
- 1867: North German Confederation formed
- 1870: France declared war on Prussia
- 1871: German Reich declared; Kaiser Wilhelm I crowned at Versailles

German unification was achieved nine short years after Bismarck was appointed Minister-President. The process involved several international conflicts.

## War Against Denmark



- Duchies of Schleswig and Holstein predominantly German
- Holstein part of German federation
- Denmark sought to take Schleswig

- Diet of German Confederation called for war against Denmark
- Bismarck sought Austrian support in war against Denmark

Previously, liberals in the Prussian Parliament had sought to deny the king increased taxes for war. Bismarck had disregarded Parliament and expanded funding for the army without legislative approval. He hoped that a quick victory over Denmark would mitigate liberal criticism of his actions, which it did. Subsequently, Prussia governed Schleswig while Austria governed Holstein.

## North German Confederation

- Conflicts between Austria and Prussia in Holstein and Schleswig escalated
- Newly united Italy brought into alliance with Prussia
- 1866: Prussia occupied Holstein
- Most German states joined Austria against Prussia
- Prussia defeated Austria and its German allies, formed North German Confederation
- Liberals saw the North German Confederation as a step toward unification

Austria and Prussia disagreed over occupation rights in Holstein and Schleswig. Bismarck did not rush blindly into war, however. He made sure that potential allies of Austria were otherwise engaged and he won an alliance with Italy, which had a history of conflict with Austria and an independent motivation to see Austrian power weakened. Prussia defeated Austria and its German allies with superior military organization and technology.



North German Confederation, 1866–1871

The light blue, dark blue, and pink territories were integrated into the North German Confederation. The green territories remained separate.

## Field Marshal Helmuth von Moltke

“The war of 1866 was... a struggle, long foreseen and calmly prepared for...not for territorial aggrandizement, for an extension of our domain, or for material advantage, but for an ideal end—the establishment of power. Not a foot of land was exacted from Austria, but she had to renounce all part in the hegemony of Germany.”



Moltke and Kaiser Wilhelm I

**Teacher’s note:** Briefly discuss the following questions with the class:

- The word “hegemony” means domination. According to Field Marshal von Moltke, why did Prussia go to war against Austria? (To get Austria to “renounce all part in the hegemony of Germany”—i.e., to keep Austria from interfering with or claiming rights to any German territory)
- What did Austria lose? (Power)
- What did Germany gain? (Power)



## Bismarck on Austria (1866)



Bismarck

“We had to avoid wounding Austria too severely... If Austria were severely injured, she would become the ally of France and of every other opponent of ours; she would even sacrifice her anti-Russian interests for the sake of revenge on Prussia.”

**Teacher’s note:** Briefly discuss the following questions with the class:

- According to Bismarck, why did he want to avoid “wounding” Austria? If Austria “sacrificed” her “anti-Russian interests” in order to extract revenge against Prussia, what might Austria do? (Unite with Russia to battle jointly against Prussia)
- Based on your study of this quote, what do you think Bismarck’s long-term interests were at this time? (He was concerned more about the future strength and stability of Prussia than with an immediate or temporary victory.)

## Kaiser Wilhelm I



- 1797–1888
- Fled to England in 1848
- Returned in 1849 to put down the revolution
- Appointed Bismarck Minister-President in 1862 as result of conflict with Parliament
- Emperor, 1871–1888

Wilhelm became regent in 1858 when his brother was declared insane. He sought Bismarck's assistance in strengthening his army and in using both military and diplomatic power to strengthen Prussia in the German federation. King Wilhelm was crowned emperor at Versailles on January 18, 1871.

## Franco-Prussian War

- France stunned by Austria's 1866 loss
- 1870: Spanish government invited cousin of Prussian king to take Spanish throne
- Prussian candidate refused
- French demanded commitment that no Prussian would ever take the Spanish throne
- Bismarck retaliated by falsifying diplomatic communications with France
- Napoleon III declared war on Prussia

France sought to strengthen its position in Europe through ties to the southern, largely Catholic German states. However, Napoleon III was no match for Prussia. When France foolishly demanded that Prussian princes vow never to take the Spanish throne, Bismarck saw an opportunity to bring the southern German states into Prussia's sphere of influence through a war against France.

## Kaiser Wilhelm I (1871)

“We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty to our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title.”

**Teacher’s note:** Briefly discuss the following questions with the class:

- Who did Wilhelm say had called upon him to assume the “imperial title”? (German princes and the free cities)
- For how long had the imperial office been vacant? (More than 60 years)

Students may have heard Nazi Germany referred to as the “Third Reich.” The first Reich was established in 800 CE as the Holy Roman Empire. With this declaration, Kaiser Wilhelm established the second Reich on January 18, 1871. The second Reich lasted until the abdication of the Kaiser after World War I. Hitler’s efforts to establish a third Reich would end with his suicide and the defeat of Germany in May 1945.



Postage stamp commemorating the coronation of Kaiser Wilhelm I. The banner at the bottom says, "One Kingdom, One People, One God."

**Teacher's note:** Briefly discuss the following question with the class:

- The figure in the center is the emperor. He is surrounded by the princes and electors of Germany. How does the slogan reflect nationalist sentiment? (It invokes the idea of "one people" united in "one kingdom.")

## *Realpolitik*



Bismarck

From Bismarck's memoirs:

"...our task was the establishment or foundation of German national unity under the leadership of the king of Prussia."

*Realpolitik* epitomized Bismarck's style—aggressive and opportunistic political action on behalf of the state. This brief quote summarizes Bismarck's primary goal. Regardless of how Bismarck has been judged by history, his success has served as testimony to his commitment and skill.

## “Deutschlandlied”

Germany, Germany above all,  
Above all in the world,  
When, always, for protection and defense  
Brothers stand together.  
From the Maas to the Memel,  
From the Etsch to the Belt—  
Germany, Germany above all,  
Above all in the world.



This verse means that Germans should place their commitment to Germany above their loyalty to Bavaria, Prussia, Saxony, or any of the other German states or territories that existed at the time. However, it is clear that the verse can also be heard as a call for German domination, and the boundaries mentioned in this stanza extend well beyond Germany's present borders. Students may be interested to learn that this song did not become popular in Germany until World War I, and that it did not become the national anthem of Germany until 1922. Today, the first verse is no longer sung as the German national anthem. Rather, Germans sing the third verse only: “Unity and rights and freedom / For the German Fatherland / Let us all strive to this goal / Brotherly, with heart and hand / Unity and rights and freedom / Are the pledge of fortune grand / Prosper in this fortune's glory / Prosper German fatherland.”

## Discussion Questions

1. The unification of Germany was made easier by economic growth and, in particular, the expansion of the *Zollverein*, or Customs Union. Explain what this was and why it helped in the unification of Germany.
2. In their different ways, both Count Cavour of Italy and Otto von Bismarck of Germany had to deal with France and Austria in order to bring about the unification of their nations. Why did they both have to deal with those two nations, and how did their ways of dealing with them differ?
3. In what ways were Bismarck and Prince Klemens von Metternich alike, and in what ways were they different, both in their personalities and in their roles in the spread of nationalism and the rise of the nation-state in Europe?

1. It reduced or eliminated customs duties on goods being transported from one small German state to another within the *Zollverein*. This made it easier for producers to market goods throughout the German lands and led many to think of themselves as members of this one whole region.
2. Cavour had to enlist the aid of France and make concessions to it in order to gain its help in fighting Austria and ending its control over two northern Italian states (Venetia and Lombardy). Bismarck had to lead Prussia into a fight first with Austria and then later with France in order to gain control over the lands he would unite into one German nation.
3. Metternich was the key figure thwarting nationalist and democratic sentiments in the years after Napoleon. He viewed politics as a matter of maintaining stability and the established order, by force if necessary. While Bismarck's unification of Germany realized the dreams of German nationalists and made use of nationalist sentiment, Bismarck was, like Metternich, motivated by a desire to maintain and strengthen the new order of nation-states in Europe in the 1860s and 1870s.



## Romanticism

- Movement in literature, visual arts, music
- Personal and individualistic expression
- Valued sensuality valued over reason
- Depicted subjective experiences
- Vulnerability of humans to grandeur and power of nature
- Celebration of the landscape and culture of nations

Romanticism emerged first in literature but spread rapidly to the visual arts and music. In the aftermath of the French Revolution, many no longer found Enlightenment values of reason and rationality satisfying. Romanticism invited artists, readers, listeners, and viewers to experience human passion vicariously through the arts.



Caspar David Friedrich, *Two Men Contemplating the Moon*

Casper David Friedrich (1774–1840) is recognized as one of Germany’s greatest Romantic painters. In this painting from approximately 1830, the artist depicted himself wearing a cape symbolic of opposition to Metternich.

**Teacher’s note:** Briefly discuss the following with the class:

- Ask students to explore the mood of the painting. What emotions does the artist convey? How does he express those emotions? What impact does the placement of the figures have on the viewer? (It is as if we look over their shoulder from behind them and share their view.)



Emile Vernet, *Stormy Coast Scene After a Shipwreck*

This painting by the French artist Émile-Jean-Horace Vernet (1789–1863) captures the terrifying and awe-inspiring power of nature.

**Teacher's note:** Briefly discuss the following with the class:

- Notice the relative size of the small figures in the lower front of the painting, compared to the size of the sea in turmoil. What color palette did the artist choose? What emotional impact does the color palette have on the viewer?



Eugene Delacroix, *Liberty Leading the People*

In this 1830 image, an allegorical figure of Liberty inspires citizens to continue their struggle, despite their wounds and suffering.

**Teacher's note:** Briefly discuss the following with the class:

- Ask students to examine the details in the picture and the assess the mood conveyed by those details. What impact might Romantic art such as this have had on nationalist sentiments? (Students should see that paintings such as this were inspired by—and in turn inspired—revolution.)

## Romanticism in Literature

Cross from tomb and temple tearing,  
Beat to blades for freemen's bearing,  
God in Heaven will allow.  
Truce to song! Let all the singing  
Iron be on anvil ringing!  
Steel is your redeemer now!

Georg Herwegh

**Teacher's note:** Briefly discuss the following with the class:

- Ask students to identify the references to weaponry. (Blades, iron, anvil, steel)
- When the author writes, "Steel is your redeemer now!" what does he mean? (That freedom will be won through violence)

The author, Georg Herwegh, has been described as "the iron lark, the song-bird of war."

## Part III: The Trouble With Nations

“‘A Nation,’ so goes a rueful European saying, ‘is a group of persons united by a common error about their ancestry and a common dislike of their neighbors.’”

Karl Deutsch

Nationalism advances the idea that the people of a nation share a common ancestry, a common language, and a common culture. However the vast majority of nations, if not all, are made up of very diverse populations. Historian Benedict Anderson suggested that nations are actually “imagined communities”—that is, they are communities in which people overlook the differences between them in order to construct an identity around the idea of their nation.

## Voltaire (1752)



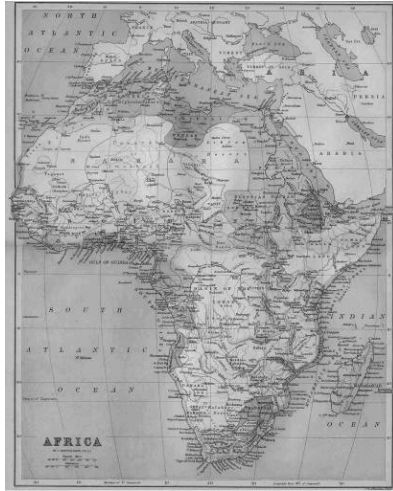
“It is clear that one country cannot gain without another losing, and that it cannot conquer without making misery. Such then is the human state that to wish for one’s country’s greatness is to wish harm to one’s neighbors. He who should wish his fatherland might never be greater, smaller, richer, poorer, would be the citizen of the world.”

Voltaire is known for his ironic wit. However, in many of his sayings (such as the one above) there are kernels of profound truth.

**Teacher’s note:** Briefly discuss the following questions with the class:

- Ask students if they agree or disagree with Voltaire—can one wish greatness for one’s nation *without* wishing for another nation to suffer decline?
- Voltaire suggests that a world citizen is one who does *not* wish for his country to be greater or richer. What might he have meant by this? (That competition between nations creates misery, and to abandon that competitive spirit is to act in the best interest of all the world’s countries)

# Nationalism and Imperialism



- 19th-century European nations advanced themselves through competition with their neighbors
- The Industrial Revolution motivated nations to expand their control overseas
- 1884–1885: European nations met to divide Africa
- European imperialism expanded into Asia as well

European motives for conquering Africa included the need for raw materials for industrial production, new markets for their products, and the desire to exploit the vast mineral wealth of Africa. European nations also sought to advance their national power with respect to other nations through the conquest and control of foreign territories.

Imperialism can be defined as “the policy by a stronger nation to attempt to create an empire by dominating weaker nations economically, politically, culturally, or militarily” (definition is from *America: Pathways to the Present*, New Jersey: Pearson Prentice Hall, 2005, p. 981). Imperialism in the 19th century provided an outlet for nationalism. If a nation could increase its imperial possessions, it would elevate the standing of all its citizens among the peoples of Europe. New military might could be used not only to subdue indigenous peoples and gain control of their lands, but also to keep other European nations from gaining control of those lands.



## Discussion Questions

1. Reread the short saying related by Karl Deutsch in slide 85. Explain what you think this saying means by applying it to the case of nationalism in the U.S. Do you think the saying is correct with regard to U.S. nationalism? Why or why not?
2. Voltaire said: “Such then is the human state that to wish for one’s country’s greatness is to wish harm to one’s neighbors.” (See slide 86.) List three nations for which you think this description is accurate. Now list three for whom you think it is not accurate. As a group, discuss your lists and the reasons for them.

1. Answers will vary and should be discussed. Some may feel Americans do see themselves as all alike in their heritage, even as superior, and as united around a suspicion of other, less worthy societies and cultures. Other students will stress the varying heritages and notions about their ancestry of the nation’s many ethnic groups. They may also feel the U.S. has reached out to other cultures and immigrants from those cultures as often as it has regarded them with suspicion.
2. Lists will vary and should be discussed. Students should be asked to back up general claims about a nation with specific facts supporting their views.

## Discussion Questions (continued)

3. Has nationalism mainly been a cause of oppression and colonial exploitation, or a cause of solidarity and determination to resist oppression and colonial exploitation? Discuss this with respect to the following: the response of other Europeans to France's expansion under Napoleon, the role nationalism played in the lead-up to World War I, and the efforts by colonized people to achieve independence after World War II.

3. Answers will vary and should be discussed. Certainly many imperial powers have appealed to nationalist pride to win support for new colonial conquests and other imperialist efforts. On the other hand, nationalist sentiment has often arisen among people oppressed by colonial domination or oppression. Movements to free societies from such forms of bondage often generate patriotic, nationalist sentiment in favor of achieving independence for territory.

# Nationalism and World War I



Nationalism and imperialism were major causes of WWI.

Along with imperialism, nationalism was a major reason for the outbreak of World War I. Competition for colonies, militarism, and an arms race were fueled by nationalism in the late 19th century and early 20th century. In addition, nationalism was not confined to large countries. By the beginning of the 20th century, many small countries like Serbia and Bosnia-Herzegovina wanted to be free from domination by Austria-Hungary and the Ottoman Empire. This Balkan nationalism would trigger the event that led to the start of the war.

## Nationalism in the 20th Century

- Fascism and WWII
- Asia
- Africa



Nationalism continued to be a factor in world affairs into the 20th century. It was a major element in the propaganda machines used by fascist governments to rally their citizens prior to and during World War II. It was also a factor in bringing colonialism to an end, as Asian and African states that had been controlled by European countries sought their independence.

## Stateless Nations



- A people who conceive of themselves as a nation, but who lack territory or political autonomy
- 19th century: Jews
- 21st century: Kurds, Palestinians, Basques

A gray area in the exploration of nationalism is the concept of a “stateless nation.” A question arises here: What is a nation? Is a sense of common cultural identity sufficient, or do a people need to speak a single language, live in a clearly identifiable territory, and have an integrated economy? Jews did not achieve a nation until the middle of the 20th century, while Kurds, Palestinians, and the Basques struggle for national recognition today.



The lighter area indicates the homeland of the Kurds. Its territory overlays three independent nations: Turkey, Iraq, and Iran.

Which of these three nations would give up territory to the Kurds? Which of these nations would welcome a new nation to be founded between them? How can the Kurds maintain a distinctive identity when they live in three different nations, subjected to three different sets of laws and customs? These are some of the difficult questions of nations and nationalism today.



How does this statue of Garibaldi contribute to Italian nationalism?

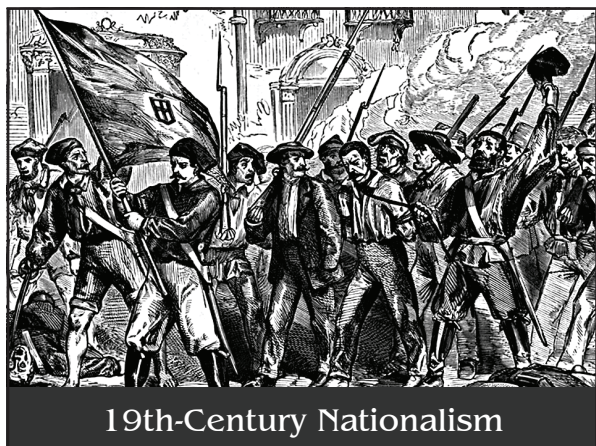
This statue of Garibaldi teaches Italians about their history and reminds them of the processes through which Italy was created. The historian Eric Hobsbawm wrote about how monuments and memorials create national traditions through which nationalist history and identity are fostered. What monuments and memorials commemorate history in the community where you live?











19th-Century Nationalism

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### Essential Questions

1. In what ways did nationalism provide a basis, different from monarchy (with its dynastic principle), for defining and organizing a territorial state?
2. Why did nationalist movements arise in Europe in the early 19th century?
3. Why were professors, writers, and other middle-class professionals so central in leading the way in the nationalist movements in Europe in the 19th century?
4. In what ways did Napoleon and the Napoleonic Wars give birth to the earliest nationalist movements in Europe?
5. Why did the success of German, Italian, and other movements require a combination of idealistic nationalist leaders and practical, often ruthless political leaders?
6. Is nationalism more likely to generate authoritarian and aggressive states, or is it more likely to foster democratic states ready to resist oppression or domination by others?

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### Part I: Nations and Nationalism



What does this mean to you?

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## Nationalism and Daily Life

- Holidays
- Music and art
- Literature
- Food
- Costumes
- History
- Sports
- Museums and monuments



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Nationalism is:

- the ideology or doctrine of nations
- the feeling of belonging to a nation
- the language or symbolism of a nation
- social and political movements on behalf of a nation
- the process through which nations are formed.

Anthony D. Smith

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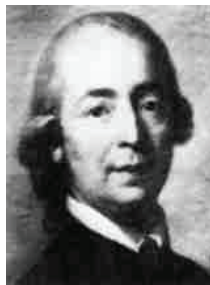
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## German Romantic Nationalism

“Nature brings forth families; the most natural state therefore is also one people, with a national character of its own.”

Herder



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## What Is a Nation?

"A nation is primarily a community, a definite community of people, a stable community of people..."

Joseph Stalin



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"A national community is inconceivable without a common language..."

Josef Stalin

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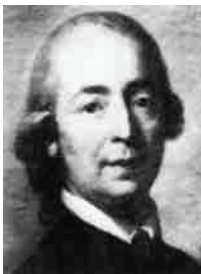
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## Language



"Has a people anything dearer than the speech of its fathers? In its speech resides its whole thought-domain, its tradition, history, religion, and basis of life, all its heart and soul."

Herder

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Elbe River

Where is the German's fatherland?  
Then name, oh, name the mighty land!  
Wherever is heard the German tongue,  
And German hymns to God are sung!  
This is the land, thy Hermann's land;  
This, German, is thy fatherland.

Ernst Moritz Arndt (1813)

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"Community of territory is one of the characteristic features of a nation... This requires, in addition, an internal economic bond which welds the various parts of a nation into a single whole..."

Joseph Stalin

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## Johann Gottlieb Fichte



- 1762–1814
- German philosopher
- Supported French Revolution until Napoleon occupied Berlin
- In "Addresses to the German Nation," he advocated national education in order to advance German autonomy

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## Territory

“...in the natural view of things it is not because men dwell between certain mountains and rivers that they are a people but, on the contrary, men dwell together—and, if their luck has so arranged it, are protected by rivers and mountains—because they were a people already by a law of nature which is much higher.”

Fichte (1806)

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## National Character



“The ‘national character’ is something indefinable to the observer, but inasmuch as it manifests itself in a distinctive culture common to the nation it is definable and cannot be ignored...”

Stalin

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## National Character (continued)

“Read Tacitus; there you will find [the Germans’] character: ‘The tribes of Germany, who never degrade themselves by mingling with others, form a peculiar, unadulterated, original nation, which is its own archetype. Even their physical development is universally uniform, despite the large numbers of the people’.”

Herder

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## National Culture

“The best culture of a people cannot be expressed through a foreign language; it thrives on the soil of a nation most beautifully.”

Herder



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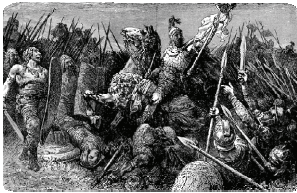
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## Nationalism and History

“Freedom to [the Germans] meant just this: remaining Germans and continuing to settle their own affairs, independently and in accordance with the original spirit of their race... When our ancestors triumphed over *Roma* the eternal, not one of all these peoples was in existence, but the possibility of their existence in the future was won for them in the same fight...”

Fichte



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View from Greece

The mountains look on Marathon—  
And Marathon looks on the sea;  
And musing there an hour alone,  
I dream'd that Greece might yet be free  
For, standing on the Persians' grave,  
I could not deem myself a slave.

Lord Byron

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“A nation is a historically evolved, stable community of language, territory, economic life, and psychological make-up manifested in a community of culture.”

Stalin

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### Discussion Questions

1. Is there such a thing as “national character”? For example, do all Americans have characteristics in common that set them off from Italians, Germans, Chinese, or other national groups? Or is the idea of “national character” a simplistic stereotype—that is, does it stress or exaggerate some qualities that are not particularly unique to Americans? List five traits you think most people see as basic to the national character. As a group, discuss how common these traits really are in the Americans you know.

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### Discussion Questions (continued)

2. Johann Gottfried von Herder said a common language was crucial to forming a true nation. Specifically, he said, “The best culture of a people cannot be expressed through a foreign language...” How important do you think a common language is to forming a spirit of nationalism in a people? Rank the following nations, starting with those in which a common language seems most important, to those where it is less important in forming a sense of national identity and nationalism: France, China, the U.S., Canada, India.
3. Often, Indian or Native American peoples in the U.S. use the term “nation” for their societies. Do you think these groups are true nations? Why?

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## Part II: 19th-Century Nationalism



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### Napoleon's Rise



- 1796: Led French army against Austria and Sardinia
- December 2, 1804: Crowned himself Emperor
- By 1812, conquered and controlled most of Europe

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### Napoleon's Fall



- December 1812: end of failed assault on Russia
- October 1813: lost to the Germans at Leipzig
- April 1814: exiled to Elba

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## Napoleon's Second Exile



"Celebrating Napoleon's Birthday on the Island of St. Helena"

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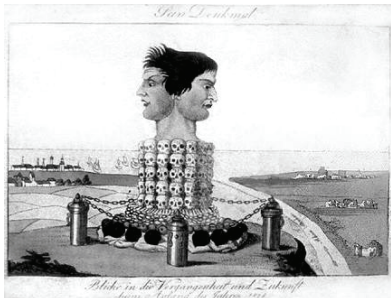
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## Napoleon's Legacy



"His Monument"

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## Prince Klemens von Metternich

- 1773–1859
- Austrian aristocrat and diplomat
- Goals for the Congress of Vienna (1814–15):
  - Limit French aggression
  - Create a balance of power in Europe
  - Restore monarchies




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## Key Participants at Vienna



Tsar Alexander I of Russia

- Prince Metternich of Austria
- Tsar Alexander I of Russia
- Lord Castlereagh of England
- Frederick William II of Prussia
- Charles Talleyrand of France

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## Metternich on Monarchs



Crown of the Austrian Empire

Monarchs should:

- “Maintain the stability of political institutions”
- “Give minute attention to the financial state of their kingdoms”
- “Be just, but strong, beneficent, but strict”
- “Maintain religious principles”
- “Suppress secret societies”
- “Strengthen their union”

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## Provisions of the Congress



Europe in 1815

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## The German Confederation



The red outline indicates the German Confederation.

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## Discussion Questions

1. Some historians stress a view of Napoleon as a nationalist who sought a united France based on a strong spirit of national identity. Other historians stress Napoleon as an imperialist who worked to thwart nationalism in all the lands he tried to conquer. Which view of Napoleon do you think is more accurate? In what way did Napoleon foster nationalism even more by his efforts to thwart it outside of France?
2. Analyze the cartoon in slide 24. What point does the cartoon make by the way the steps rise on the left and then descend to the right? What other famous figures in history could be depicted with a similar set of steps up and down? As a group, share and discuss your choices and how the stair-step cartoon could be adapted to each.

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## Discussion Questions (continued)

3. Prince Klemens von Metternich believed in the dynastic principle not national identity as the basis for forming and governing each state's territory. What do you think the difference is between "the dynastic principle" and "national identity" as the basis for forming a territorial state? Why do you think Metternich feared nationalism and preferred the dynastic principle?

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# The Italian Peninsula (1815)



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# 1848: Year of Revolutions

Causes:

- Poor harvests
- Food shortages
- Economic depression
- Unemployment
- Desire of people for increased political power and civil liberties
- Nationalism and political liberalism



At the barricades

- Poor harvests
- Food shortages
- Economic depression
- Unemployment
- Desire of people for increased political power and civil liberties
- Nationalism and political liberalism



## At the barricades

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# 1848 in France

- Banquets were used as forums for presenting opposition views to the public
- February 22 banquet in Paris cancelled
- Parisians demonstrated, joined by National Guard
- Parisians killed by government forces
- February 24, 1848: King Louis Philippe abdicated the throne to avoid civil war
- The Second Republic was declared



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Pamphlet published in Paris, late February 1848

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## 1848 in France (continued)

Who is speaking to whom?:

*"We are not asking for charity. The republic promised work to provide a livelihood for all its children... So give us work so that we may live like free men... Do not forget, Monarchists, that it was not so that we could remain your slaves that we brought about a third revolution..."*

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## Berlin: March 19, 1848



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## 1848 in the German Confederation

- Middle class sought constitutional government, property rights, security, and prosperity
- Artisans struggled against industrialists and capitalists, sought to protect guild system
- Workers demanded suffrage and social reforms
- Peasants sought security in land ownership



German peasant workers

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## 1848 in Prussia



Frederick William IV

- Absolutist monarch Frederick William IV conceded to demands, convened the Prussian Assembly
- In Frankfurt, Parliament opened in May 1848, and developed a constitution for a united Germany
- Frederick William IV turned down offer of imperial crown
- German princes retained autonomy

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## Outcomes of 1848

- Conservatives returned to power
- “June Days” in France
- Louis Napoleon emerged as emperor of France
- Monarchy retained in Prussia



Emperor Louis Napoleon III

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## Discussion Questions

1. The Industrial Revolution greatly expanded two social classes, the prosperous property-owning middle class and a class of those who worked for a wage in the new factories and businesses. Why did these classes in particular so threaten Europe's monarchs and ruling aristocrats in the years leading up to the 1848 revolutions?
2. Consider the social and economic differences between France, on the one hand, and Prussia and other German lands on the other. How do these differences help explain the different outcomes of the 1848 revolutions in both territories? In particular, how do they help explain why Prussia's Frederick William felt bold enough to refuse to accept the imperial crown from the Frankfurt Assembly?

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## Problems Facing Italy After 1815



View of the Tiber River, Rome

- Politically divided
- Significant territories ruled by Spain and Austria
- Linguistic and cultural diversity
- Regional diversity
- Economic diversity
- Lack of widespread nationalist sentiment

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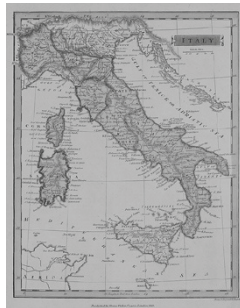
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## The *Risorgimento*

- Italian for "resurgence"
- Period of cultural nationalism and political unification
- Peasants struggled against landowners
- Middle class sought expanded rights and opportunities
- Secret societies and growing literary traditions advanced love and loyalty for Italy and a commitment to Italian unity and independence



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## Giuseppe Mazzini

- 1805–1872
- Studied literature and philosophy
- Imprisoned 1830–1831, then exiled
- Founder of “Young Italy”
- Almost all of his revolutionary efforts failed
- However, he emerged as the leading spokesman for Italian patriotism



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## Mazzini on Italy

“O, my brothers, love your Country! ...Country is not only a mere zone of territory. The true country is the idea to which it gives birth; it is the thought of love, the sense of communion which unites in one all the sons of that territory. ...And so long as you are ready to die for humanity, the life of your country will be immortal.”

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## 1848 in Italy



King Ferdinand of Naples

- Sicilians protested against King Ferdinand of Naples
- Unrest spread from Sicily to Naples
- King Ferdinand forced to grant a constitution
- Charles Albert of Piedmont-Sardinia followed with a constitution
- February uprising in Paris were followed by March uprisings in Vienna, then battles in Milan

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## Mazzini (1848–49)

- Pope fled Rome rather than oppose Catholic Austria
- Mazzini emerged as ruler of Roman Republic for three months in 1849
- July 1849: Roman Republic fell to Catholic French
- King Charles Albert of Piedmont-Sardinia abdicated, succeeded by Victor Emmanuel II



Victor Emmanuel II

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## Giuseppe Garibaldi



- 1807–1882
- Served as a soldier in South America
- Fought for Sardinia against Austria
- Led “Red Shirts” to victory against Kingdom of the Two Sicilies

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## Garibaldi: Report on the Conquest of Naples (1860)

“Having reached the strait, it became necessary to cross it. To have reinstated Sicily in the great Italian family was certainly a glorious achievement. But what then were we, in compliance with diplomacy, to leave our country incomplete and maimed? What of the two Calabrias, and Naples, awaiting us with open arms? And the rest of Italy still enslaved by the foreigner and the priest? We were clearly bound to pass the strait, despite the utmost vigilance of the Bourbons and their adherents.”

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Sicily and southern Italy

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## Garibaldi in Naples

"I entered Naples...the King of Naples having, on the previous day, quitted his palace to retire to Capua. The royal nest, still warm, was occupied by the emancipators of the people, and the rich carpets of the royal palace were trodden by the heavy boots of the plebeian."



Mt. Vesuvius towers over Naples

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"At Naples, as in all places we had passed through since crossing the strait, the populace were sublime in their enthusiastic patriotism, and the resolute tone assumed by them certainly had no small share in the brilliant results obtained."

Garibaldi

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## Count Cavour



- 1810–1861
- Noble background, liberal sentiments
- Member of Parliament, reformed finance and army for Sardinia
- Through participation in Crimean War, won respect of Europe for Sardinia
- Negotiated agreement with Napoleon III to battle Austria in exchange for Savoy and Nice

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## Cavour on Napoleon III (1858)

“The Emperor started by saying that he had decided to support Sardinia with all his forces in a war against Austria, provided that the war was undertaken for a non-revolutionary cause, which could be justified in the eyes of diplomacy and still more of public opinion in France and Europe.”



Napoleon III

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## King Victor Emmanuel II (1861)



Victor Emmanuel II

“Free, and nearly entirely united, the opinion of civilized nations is favorable to us... I take pleasure in manifesting to the first Parliament of Italy the joy I feel in my heart as king and soldier.”

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## Summary of Italian Unification

- Passion for a free and united Italy initiated by charismatic nationalists
- Unification realized by aggressive leaders
- Political manipulation contributed significantly
- Foreign powers overthrown
- Spirit of nationalism began to unite Italians despite cultural, social, and regional differences



Italian stamp commemorating Mazzini

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## Discussion Questions

1. Italy was unified by 1861. However, the Congress of Vienna had left Italy divided in a number of ways that made it especially hard for Italian nationalists to unify it. List some of the factors that made Italian unification so difficult.
2. Giuseppe Mazzini, Giuseppe Garibaldi, Count Cavour: These three key figures in Italian unification were very different from one another in major ways. Give one or two sentences for each figure in which you sum up his greatest strengths in bringing about Italian unification. Of the three, which do you consider the single most important in achieving a united Italy?
3. As was true elsewhere, the spirit of Italian nationalism arose first among the educated professionals, such as writers, professors, government administrators, and other cultural leaders. Why do you think this was so? As a class, discuss this question.

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## German Unification

- Expanding industrial economy altered economic and political climate in Prussia
- Otto von Bismarck, architect of German unification
- Bismarck motivated to consolidate and expand German power
- Bismarck not motivated by sentimental aspects of nationalism
- German cultural nationalism would emerge in concert with German unification



Germany, 1866–1871

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## *Zollverein* (Customs Union)



German railroads

- Established 1834, Prussia
- Customs barriers eliminated
- Later expanded across multiple German states
- Expansion of industry and commerce followed
- Germany's middle class strengthened

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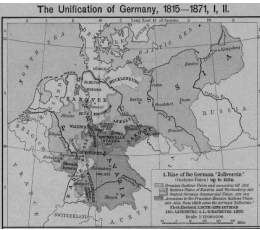
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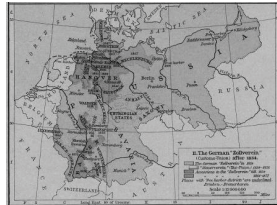
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## *Zollverein*: Expansion



*Zollverein* up to 1834



*Zollverein* after 1834

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## Otto von Bismarck

- 1815–1898
- 1847: elected to the Prussian *Landtag*
- 1851–59: Prussian minister to Frankfurt Parliament
- 1859–1862: Ambassador to St. Petersburg
- 1862: Ambassador to Paris
- 1862: Minister-President of Prussia




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## Bismarck (1856)

“Germany is clearly too small for us both [Prussia and Austria]; as long as an honorable arrangement concerning the influence of each in Germany cannot be concluded and carried out, we will both plough the same disputed acre, and Austria will remain the only state to whom we can permanently lose or from whom we can permanently gain...”



Commemorative stamp

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“...nicht durch Reden und Majoritätsbeschlüsse werden die großen Fragen der Zeit entschieden—das ist der große Fehler von 1848 und 1849 gewesen—sondern durch Eisen und Blut.”

“...It is not through debate and majority decisions that the great questions of the age will be decided—that was the great failure of 1848 and 1849—rather through iron and blood.”

Otto von Bismarck (1862)

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## Nine Years to German Unification

- 1862: Bismarck appointed Minister-President
- 1863: Germany and Austria battled Denmark
- 1866: Prussia defeated Austria
- 1867: North German Confederation formed
- 1870: France declared war on Prussia
- 1871: German Reich declared; Kaiser Wilhelm I crowned at Versailles

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## War Against Denmark



- Duchies of Schleswig and Holstein predominantly German
- Holstein part of German federation
- Denmark sought to take Schleswig

- Diet of German Confederation called for war against Denmark
- Bismarck sought Austrian support in war against Denmark

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## North German Confederation

- Conflicts between Austria and Prussia in Holstein and Schleswig escalated
- Newly united Italy brought into alliance with Prussia
- 1866: Prussia occupied Holstein
- Most German states joined Austria against Prussia
- Prussia defeated Austria and its German allies, formed North German Confederation
- Liberals saw the North German Confederation as a step toward unification

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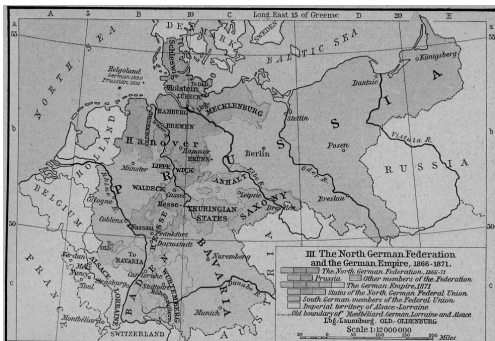
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North German Confederation, 1866-1871

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## Field Marshal Helmuth von Moltke

“The war of 1866 was... a struggle, long foreseen and calmly prepared for...not for territorial aggrandizement, for an extension of our domain, or for material advantage, but for an ideal end—the establishment of power. Not a foot of land was exacted from Austria, but she had to renounce all part in the hegemony of Germany.”



Moltke and Kaiser Wilhelm I

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## Bismarck on Austria (1866)



Bismarck

“We had to avoid wounding Austria too severely... If Austria were severely injured, she would become the ally of France and of every other opponent of ours; she would even sacrifice her anti-Russian interests for the sake of revenge on Prussia.”

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## Kaiser Wilhelm I



- 1797–1888
- Fled to England in 1848
- Returned in 1849 to put down the revolution
- Appointed Bismarck Minister-President in 1862 as result of conflict with Parliament
- Emperor, 1871–1888

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## Franco-Prussian War

- France stunned by Austria's 1866 loss
- 1870: Spanish government invited cousin of Prussian king to take Spanish throne
- Prussian candidate refused
- French demanded commitment that no Prussian would ever take the Spanish throne
- Bismarck retaliated by falsifying diplomatic communications with France
- Napoleon III declared war on Prussia

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## Kaiser Wilhelm I (1871)

"We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty to our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title."

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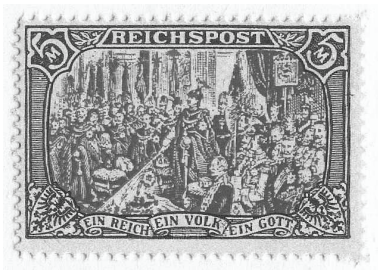
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Postage stamp commemorating the coronation of Kaiser Wilhelm I. The banner at the bottom says, "One Kingdom, One People, One God."

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## *Realpolitik*



Bismarck

From Bismarck's memoirs:

"...our task was the establishment or foundation of German national unity under the leadership of the king of Prussia."

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## "Deutschlandlied"

Germany, Germany above all,  
Above all in the world,  
When, always, for protection and defense  
Brothers stand together.  
From the Maas to the Memel,  
From the Etsch to the Belt—  
Germany, Germany above all,  
Above all in the world.



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## Discussion Questions

1. The unification of Germany was made easier by economic growth and, in particular, the expansion of the *Zollverein*, or Customs Union. Explain what this was and why it helped in the unification of Germany.
2. In their different ways, both Count Cavour of Italy and Otto von Bismarck of Germany had to deal with France and Austria in order to bring about the unification of their nations. Why did they both have to deal with those two nations, and how did their ways of dealing with them differ?
3. In what ways were Bismarck and Prince Klemens von Metternich alike, and in what ways were they different, both in their personalities and in their roles in the spread of nationalism and the rise of the nation-state in Europe?

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## Romanticism

- Movement in literature, visual arts, music
- Personal and individualistic expression
- Valued sensuality valued over reason
- Depicted subjective experiences
- Vulnerability of humans to grandeur and power of nature
- Celebration of the landscape and culture of nations

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Caspar David Friedrich, *Two Men Contemplating the Moon*

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Emile Vernet, *Stormy Coast Scene After a Shipwreck*

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Eugene Delacroix, *Liberty Leading the People*

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## Romanticism in Literature

Cross from tomb and temple tearing,  
Beat to blades for freemen's bearing,  
God in Heaven will allow.  
Truce to song! Let all the singing  
Iron be on anvil ringing!  
Steel is your redeemer now!

Georg Herwegh

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## Part III: The Trouble With Nations

“‘A Nation,’ so goes a rueful European saying, ‘is a group of persons united by a common error about their ancestry and a common dislike of their neighbors.’”

Karl Deutsch

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## Voltaire (1752)



“It is clear that one country cannot gain without another losing, and that it cannot conquer without making misery. Such then is the human state that to wish for one’s country’s greatness is to wish harm to one’s neighbors. He who should wish his fatherland might never be greater, smaller, richer, poorer, would be the citizen of the world.”

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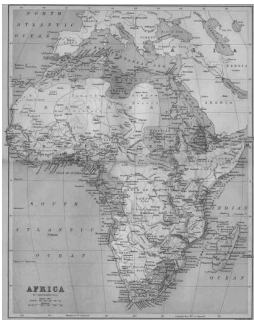
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## Nationalism and Imperialism



- 19th-century European nations advanced themselves through competition with their neighbors
- The Industrial Revolution motivated nations to expand their control overseas
- 1884–1885: European nations met to divide Africa
- European imperialism expanded into Asia as well

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## Discussion Questions

1. Reread the short saying related by Karl Deutsch in slide 85. Explain what you think this saying means by applying it to the case of nationalism in the U.S. Do you think the saying is correct with regard to U.S. nationalism? Why or why not?
2. Voltaire said: “Such then is the human state that to wish for one’s country’s greatness is to wish harm to one’s neighbors.” (See slide 86.) List three nations for which you think this description is accurate. Now list three for whom you think it is not accurate. As a group, discuss your lists and the reasons for them.

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### Discussion Questions (continued)

3. Has nationalism mainly been a cause of oppression and colonial exploitation, or a cause of solidarity and determination to resist oppression and colonial exploitation? Discuss this with respect to the following: the response of other Europeans to France's expansion under Napoleon, the role nationalism played in the lead-up to World War I, and the efforts by colonized people to achieve independence after World War II.

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### Nationalism and World War I



Nationalism and imperialism were major causes of WWI.

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### Nationalism in the 20th Century

- Fascism and WWII
- Asia
- Africa



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## Stateless Nations



- A people who conceive of themselves as a nation, but who lack territory or political autonomy
- 19th century: Jews
- 21st century: Kurds, Palestinians, Basques

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The lighter area indicates the homeland of the Kurds. Its territory overlays three independent nations: Turkey, Iraq, and Iran.

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How does this statue of Garibaldi contribute to Italian nationalism?

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