1. Write a note on Giuseppe Mazzini.

Ans. (i) Born in *Genoa* in 1807, Mazzini was a great revolutionary, he became member of the secret society 'Carbonari'. During 1830s, Mazzini had sought to put together a coherent programme for a unitary Italian republic.

(ii) In 1831, he was sent into exile for attempting revolution in Liguria. He also founded two secret societies, first, 'Young Italy' in Marseilles, and then, 'Young Europe' in Berne, whose members were like minded young men from Poland, France, Italy and German states.

(iii) Mazzini believed that God had intended nations to be natural units of mankind. Italy had to be forged into a single unified republic within a wider alliance of nations.

(iv) This unification alone could be the basis of Italian liberty, following his model, secret societies were set up in Germany, France, Switzerland and Poland. Mazzini's opposition to monarchy and his vision of democratic republics frightened the conservatives.

(v) Metternich described him as "the most dangerous enemy of our social order". Giuseppe Mazzini was one of the most inspiring figure in the unification of Italy.

2. Write a note on Count Camillo de Cavour.

Ans. (i) He was appointed as the chief minister of Sardinia - Piedmont by king Victor Emmanuel II. He led the movement for the unification of Italy but was neither a revolutionary nor a democrat.

(ii) Cavour spoke French better than Italian like many members of the Italian elite. Through a tactful diplomatic alliance with France, engineered by Cavour, Sardinia - Piedmont succeeded in defeating the Austrian forces in 1859.

(iii) He drove the Spanish rulers from the kingdom of the two Sicilies in South Italy, and in 1861, King Victor Emmanuel II was crowned the King of unified Italy.

(iv) Cavour had played a very important role in the unification of Italy.

3. Write a note on the Greek war of independence.

Ans. (i) Greece had been a part of the Ottoman Empire since the 15th century. The growth of revolutionary nationalism in Europe sparked of a struggle for independence among the Greek people which began in 1821.

(ii) It was an event that mobilised nationalist feeling among the educated people across Europe. Nationalist in Greece got support from other Greeks living in exile and also from many West Europeans.

(iii) Poets and artists lauded Greece as the birth place of European Civilisation. With the help of various people Greeks started their struggle against a Muslim empire.

(iv) The English poet Lord Byron organised funds and even went to fight in the war, where he died of fever in 1824. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.

4. Write a note on the Frankfurt parliament.

Ans. (i) In the German regions a large number of political associations whose members were middle - class professionals, businessmen and prosperous artisans came together in the city of Frankfurt of decided to vote for an all - German National Assembly.

(ii) On 18 May 1848, 831 elected representatives took their places in the Frankfurt parliament convened in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.

(iii) The deputies offered the crown on these terms to Friedrich Wilhelm IV, king of Prussia, he rejected it and joined other monarchs to oppose the elected assembly.

(iv) The opposition of the aristocracy and military became stronger, the social basis of parliament eroded.

(v) The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support.

(vi) In the end troops were called in and the assembly was forced to disband.

5. Discuss the role of women in nationalist struggles.

Ans. (i) In those parts of Europe independent nation states did not exist in mid of the 18th century in places such as Germany, Italy, Poland, and the Austro - Hungarian empire.

(ii) In these parts men and women of the liberal middle classes combined their demands for constitutionalism with national unification. They look advantage of the growing popular unrest to push their demands, but the issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years.

(iii) Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations.

(iv) Despite this they were denied suffrage rights during the election of the Assembly.

(v) When the Frankfurt parliament convened in the Church of St. Paul, women were admitted only as observers to stand in the visitors gallery.

6. What steps did the French revolutionaries take to create a sense of collective identity among the French People?

Ans. (i) From the very beginning the French revolutionaries introduced various measures and practices that could create a sense of collective identify amongst the French people. The ideas of *la patrie* (the fatherland) and le citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.

(ii) A new French flag, the tricolour, was chosen to replace the former royal standard. The Estates General was elected by the body of active citizens and renamed the National Assembly.

(iii) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.

(iv) A centralized administrative system was put in place and it formulated uniform laws for all citizens with its territory.

(v) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted. Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

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

Ans. (i) During the French Revolution artists used female allegory to portray ideas such as Liberty, Justice and the Republic.

(ii) These ideals were represented through specific objects or symbols. The attributes of Liberty are the red cap, or the broken chain, while Justice is generally a blindfolded woman carrying a part of weighing scales.

(iii) Similar female allegories were invented by artists in the nineteenth century to represent the nation. In France she was christened Marianne a popular Christian name, which underlined the idea of a people's nation.

    (iv) Her characteristics were drawn from those to Liberty and the Republic–the red cap, the tricolour, the cockade.

(v) Statues of Marianne were created public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps.

9. Briefly trace the process of German unification.

Ans. (i) The nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.

    (ii) This liberal initiative to nation-building was however, represented by the combined forces of the monarchy and the military, supported by the large land owners (called Junkers) of Prussia. From then on, Prussia took on the leadership of the movement for national unification under Otto Von Bismarck.

    (iii) Otto von Bismarck was the architect of this process carried out with the help of the Prussian army and bureaucracy. He adopted the policy of blood and Iron.

    (iv) Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

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

Ans. (i) Napoleon's administrative measures had created out of countless small principalities a confederation of 39 states. Each of these possessed its own currency, and weights and measures.

    (ii) Napoleon simplified administrative division, abolished the feudal system and freed peasants from serfdom and manorial dues.

    (iii) In the towns too, guild restrictions were removed. Transport and communication systems were improved.

    (iv) Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.

    (v) Businessmen and small-scale producers of goods, in particular, began to realize that uniform laws, standardized weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

11. Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals.

Ans. **(i) The meaning of the term 'Revolution of Liberals' in 1848:** It was a revolution parallel to the revolts of poor, unemployed and starving peasants and workers.

❖ In many European countries in 1848, a revolution led by the educated middle classes was under way.

❖ Events of February 1848 in France had brought about abdication of the monarch and a republic based on universal male suffrage had been proclaimed.

❖ In other parts of Europe where independent nation - states did not get exist such as Germany, Italy, Poland, the Austro - Hungarian Empire, men and women of the liberal middle classes combined their demands for constitutionalism with national unification.

❖ They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles a constitution, freedom of the press an freedom of association.

(ii) The political, social and economic ideas supported by the revolutionary liberals:

❖ On the political front liberals stood for a representative government and end of outocracy. They advocated a constitutional and representatie government. But they were not in favour for right to note for women.

❖ On social front liberals stood for equality to all in the society and ablition of serfdom. They were against a society based on priveleges by birth.

❖ In economic front they stood for private property, freedom to market and business. They wanted to end restriction imposed by the government on movement of good and uniform system.

12. Give four examples to show the contribution of culture to the growth of nationalism in Europe.

Ans. Contribution of culture to the growth of nationalism in Europe.

(i) Role of culture : Culture played an important role in creating the idea of the nation, art and poetry, stories and music helped to express and shape nationalist feelings. Romanticism, a cultural

movement in which Romantic artists and poets generally criticised the glorification of reason and science, and focused on emotions, intuition and mystical feelings. Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

(ii) **Role of Religion :** Polish was used for church gatherings and all religious instructions. As a result, large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russian. The use of polish came to be seen as a symbol of the struggle against Russian dominance.

(iii) **Role of Music, Dance etc :** Other Romantics such as the German philosopher, Johann Gottfried Herder (1744 - 1803) claimed that true German culture was to be discovered among the common people - **das volk.** It was through folk songs, folk poetry and folk dances that the true spirit of the nation (**volksgeist**) was popularised. So collecting and recording these forms of folk culture was essential to the project of nation - building.

(iv) **Role of Language :** Language too played an important role in developing nationalist sentiments. After Russian occupation, the polish language was forced out of schools and the Russian language was imposed everywhere. In 1831, an armed rebellion against Russian rule took place which was ultimately crushed. Due to this, many members of the clergy in Poland began to use Polish language as a weapon of national resistance.

13. Through a focus on any two countries, explain how the concept of nations developed in the 19th century.

Ans. (i) Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation. In other words they represented a country as if it were a person.

(ii) Nations were then portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. That is, the female figure became an allegory of the nation.

(iii) For example, postage stamps of 1850 with the figure of Marianne representing the Republic of France. The other example is the pointing of Germania, represent Frankfurt Parliament.

(iv) French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. The ideas of *la patrie* and *le citoyen* emphasized the notion of a united community enjoying equal rights under a constitution.

14. How was the history of the development of nationalism in Britain unlike the rest of Europe?

Ans.

(i) The primary identities of the people who inhabited the British Isles were ethnic one–such as the English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions. So there was no common unity.

(ii) The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged. So it was not through wars.

(iii) The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland.

(iv) The British parliament was henceforth dominated by its English members. The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed.

(v) National flag, English language and the national anthem of became the symbol of national unity.

15. Why did nationalist tensions emerge in the Balkans?

Ans.

(i) The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans. The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia. Serbia and Montenegro whose inhabitants were broadly known as the Slavs.

(ii) A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

(iii) All through the nineteenth century the Ottoman Empire had sought to strengthen itself through modernization and internal reforms but with very little success.

(iv) The Balkan peoples based then clams for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers.

(v) Hence the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.