

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

**Focus Question:** What were the characteristics of Napoleon III's government, and how did his foreign policy continue to the unification of Italy and Germany?

#### Second French Republic

- **President Louis Napoleon:** seen by voters as a symbol of stability and greatness
- Dedicated to law and order, opposed to socialism and radicalism, and favored the conservative classes—the Church, army, property-owners, and business.
- Universal suffrage

#### The Second Empire (or Liberal Empire)

- **Emperor Napoleon III, 1851:** took control of gov't in coup d'état (December 1851) and became emperor
  - 1851-1860: Napoleon III's control was direct and authoritarian.
  - 1860-1870: Regime liberalized by a series of reforms.
  - **Used nationalism to strengthen the state**
- Economic reforms resulted in a healthy economy
  - Infrastructure: canals, roads; Baron Haussmann redevelops Paris
  - Movement towards free trade
  - Banking: *Credit Mobilier* funded industrial and infrastructure growth
- Foreign policy struggles resulted in strong criticism of Napoleon III
  - Algeria, Crimean War, Italian unification struggles, colonial possessions in Africa, Mexico
- Liberal reforms (done in part to divert attention from unsuccessful foreign policy)
  - Extended power of the Legislative Assembly
  - Returned control of secondary education to the government (instead of Catholic Church)
  - Permitted trade unions and right to strike
  - Eased censorship and granted amnesty to political prisoners
- Franco-Prussian War and capture of Napoleon III results in collapse of 2nd Empire
- Napoleon III's rule provided a model for other political leaders in Europe.
  - **Demonstrated how gov't could reconcile popular and conservative forces in an authoritarian nationalism.**

#### Critical Thinking:

Another Napoleon Emperor??? Why did the French people want Napoleon III?

**AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871***  
**Class Notes & Critical Thinking**

***Opposing Viewpoints – The Practice of Realpolitik: Two Approaches pg 659***

1. Why did Louis Napoleon's argument to the French people have such a strong popular appeal?
2. What are the similarities in the practice of *Realpolitik* by these two leaders?
3. What are the noticeable differences in their approaches?
4. Are the similarities more important than the differences? Why or why not?
5. What can you learn about *Realpolitik* from these three selections?
6. HISTORICAL CAUSATION: What aspects of recent history made the French and Germans accept these ideas?

OPPOSING  VIEWPOINTSThe Practice of *Realpolitik*: Two Approaches

**DURING THE MID-NINETEENTH CENTURY**, a new generation of conservative leaders emerged who were proud of being practitioners of *Realpolitik*, the “politics of reality.” Two of the most prominent were Louis Napoleon of France and Otto von Bismarck of Prussia. The first selection is taken from Louis Napoleon’s proclamation to the French people in 1851, asking them to approve his actions after his coup d’état on December 1, 1851. The second and third selections are excerpts from Bismarck’s famous “iron and blood” speech to a committee of the Prussian Reichstag and his 1888 speech to the German Reichstag on Germany’s need for military preparation.

**Louis Napoleon, Proclamation to the People, 1851**

Frenchmen! The present situation cannot last much longer. Each passing day increases the danger to the country. The [National] Assembly, which ought to be the firmest supporter of order, has become a center of conspiracies. . . . It attacks the authority that I hold directly from the people; it encourages all evil passions; it jeopardizes the peace of France: I have dissolved it and I make the whole people judge between it and me. . . .

I therefore make a loyal appeal to the whole nation, and I say to you: If you wish to continue this state of uneasiness which degrades us and makes our future uncertain, choose another in my place, for I no longer wish an authority which is powerless to do good, makes me responsible for acts I cannot prevent, and chains me to the helm when I see the vessel speeding toward the abyss. . . .

Persuaded that the instability of authority and the preponderance of a single Assembly are permanent causes of trouble and discord, I submit to you the following fundamental bases of a constitution which the Assemblies will develop later.

1. A responsible chief elected for ten years.
2. Ministers dependent upon the executive power alone.
3. A Council of State composed of the most distinguished men to prepare the laws and discuss them before the legislative body.
4. A legislative body to discuss and vote the laws, elected by universal [male] suffrage.

This system, created by the First Consul [Napoleon I] at the beginning of the century, has already given France calm and prosperity; it will guarantee them to her again.

Such is my profound conviction. If you share it, declare that fact by your votes. If, on the contrary, you prefer a government without force, monarchical or republican, borrowed from I know not what past or from which chimerical future, reply in the negative. . . .

If I do not obtain a majority of your votes, I shall then convoke a new assembly, and I shall resign to it the mandate that I received from you. But if you believe that the cause of

which my name is the symbol, that is, France regenerated by the revolution of 1789 and organized by the Emperor, is forever yours, proclaim it by sanctioning the powers that I ask from you. Then France and Europe will be saved from anarchy, obstacles will be removed, rivalries will disappear, for all will respect the decree of Providence in the decision of the people.

**Bismarck, Speech to the Prussian Reichstag, 1862**

It is true that we can hardly escape complications in Germany, although we do not seek them. Germany does not look to Prussia’s liberalism, but to her power. The south German States—Bavaria, Württemberg, and Baden—would like to indulge in liberalism, and because of that no one will assign Prussia’s role to them! Prussia must collect her forces and hold them in reserve for an opportune moment, which has already come and gone several times. Since the Treaty of Vienna, our frontiers have not been favorably designed for a healthy body politic. Not by speeches and majorities will the great questions of the day be decided—that was the mistake of 1848 and 1849—but by iron and blood.

**Bismarck, Speech to the German Reichstag, 1888**

When I say that it is our duty to endeavor to be ready at all times and for all emergencies, I imply that we must make greater exertions than other people for the same purpose, because of our geographical position. We are situated in the heart of Europe, and have at least three fronts open to an attack. France has only her eastern, and Russia only her western frontier where they may be attacked. We are also more exposed to the dangers of a coalition than any other nation, as is proved by the whole development of history, by our geographical position, and the lesser degree of cohesiveness, which until now has characterized the German nation in comparison with others. God has placed us where we are prevented, thanks to our neighbors, from growing lazy and dull. He has placed by our side the most warlike and restless of all nations, the French, and He has permitted warlike inclinations to grow strong in Russia, where formerly they existed to a lesser degree. Thus we are given the spur, so to speak, from both sides, and are compelled to exertions which we should perhaps not be making otherwise.



*Why did Louis Napoleon’s argument to the French people have such a strong popular appeal? What are the similarities in the practice of *Realpolitik* by these two leaders? What are the noticeable differences in their approaches? Are the similarities more important than the differences? Why or why not? What can you learn about *Realpolitik* from these three selections?*

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

#### Crimean War (1855-56)

- **Failure of the Concert of Europe**
  - Credibility undermined by failure of the powers to cooperate during revolutions of 1848-49.
  - Between 1848 and 1878, peace in Europe interrupted by the Crimean War and the Russo-Turkish War of 1877-78.
- Causes:
  - Dispute between two groups of Christians over privileges in the Holy Land (Palestine)
  - 1852, Turks (who controlled the region) negotiated an agreement with France to provide enclaves in the Holy Land to Roman Catholic religious orders.
  - This arrangement seemed to jeopardize existing agreements which provided access to Greek Orthodox religious orders (that Russia favored)
  - Czar Nicholas I ordered Russian troops to occupy several provinces on the Danube
  - Russia would withdraw once Turks had guaranteed rights for Orthodox Christians
  - Turks declared war on Russia in 1853, when Nicholas refused to withdraw
  - 1854, Britain & France declared war against Russia (surprise! Turks were not Christians)
  - 1855, Piedmont joined in the war against Russia
- Most of the war fought on the Crimean peninsula in the Black Sea
- Peace of Paris: Russia emerged as the big loser in the conflict
- **Demonstrated weakness of Ottoman Empire**
- **Contributed to breakdown of Concert of Europe**
- **Italy & Germany unification began after centuries of fragmentation**

#### Critical Thinking:

What impact will the Crimean War have on Europe? Think big picture here.

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

**Focus Question:** What actions did Cavour and Bismarck take to bring about unification in Italy and Germany, respectively, and what role did war play in their efforts?

#### Italian Unification

- After collapse of revolutions of 1848, unification movement in Italy shifted to Sardinia-Piedmont under King Victor Emmanuel II, **Cavour and Garibaldi**
  - Replaced earlier leaders like **Mazzini**.
  - *Realpolitik* instead of romanticism: Machiavellian view of practical politics
- **Count Cavour** (1810-1861) of Sardinia-Piedmont led the struggle for Italian unification
  - King's prime minister between 1852 and 1861
  - Built Sardinia into a liberal and economically sound state
- Modeled on French system: some civil liberties, parliamentary gov't with elections and parliamentary control of taxes.
- Built up infrastructure (roads, canals)
- Sought to curtail influence of the Catholic Church.
- 1864, Pope Pius IX's *Syllabus of Errors* warned Catholics against liberalism, rationalism, socialism, separation of church and state, and religious liberty.
- Cavour sought unity for the northern and central areas of Italy
  - 1855, joined Britain and France in the Crimean War against Russia (gained an ally in France)
  - Plombières (1859): gained promise from Napoleon III that France would support a Sardinian war with Austria for the creation of a northern Italian kingdom (controlled by Sardinia)
    - In return, France would get land
- Austria declared war on Sardinia in 1859 after being provoked
  - France backed away from Plombières agreement: fear of war with Prussia, surprising Austrian military power, revolutionary unrest in northern Italy, and French public's consternation over a war with Catholic Austria.
  - Sardinia gained Lombardy but not Venetia
- 1860, Cavour arranged the annexation of Parma, Modena, Romagna, and Tuscany into Sardinia
- Nice and Savoy transferred to France
- **Giuseppe Garibaldi** (1807-1882) liberated southern Italy and Sicily.
- May 1860, Garibaldi and his thousand **Red Shirts** landed in Sicily and extended the nationalist activity to the south
- By September, took control of Naples and the Kingdom of the Two Sicilies
- Garibaldi allowed his conquests to be absorbed into Sardinia-Piedmont
- February 1861, Victor Emmanuel declared King of Italy and presided over an Italian Parliament which represented the entire Italian peninsula except for Rome and Venice.
- Cavour, like Napoleon III, created a strong nationalistic state with conservative leadership

#### Critical Thinking:

Summarize Cavour's philosophy for unification.

Summarize Garibaldi's philosophy for unification.

Who was most effective & why?

## Garibaldi and Romantic Nationalism

**GIUSEPPE GARIBALDI WAS ONE OF** the most colorful figures involved in the unification of Italy. Accompanied by only one thousand of his famous Red Shirts, the Italian soldier of fortune left Genoa on the night of May 5, 1860, for an invasion of the kingdom of the Two Sicilies. The ragged band entered Palermo, the chief city on the island of Sicily, on May 31. This selection is taken from an account by a correspondent for the *Times* of London, the Hungarian-born Nandor Eber.

### *London Times, June 13, 1860*

PALERMO, May 31—Anyone in search of violent emotions cannot do better than set off at once for Palermo. However blasé he may be, or however milk-and-water his blood, I promise it will be stirred up. He will be carried away by the tide of popular feeling. . . .

In the afternoon Garibaldi made a tour of inspection round the town. I was there, but find it really impossible to give you a faint idea of the manner in which he was received everywhere. It was one of those triumphs which seem to be almost too much for a man. . . . The popular idol, Garibaldi, in his red flannel shirt, with a loose colored handkerchief around his neck, and his worn “wide-awake” [a soft-brimmed felt hat], was walking on foot among those cheering, laughing, crying, mad thousands; and all his few followers could do was to prevent him from being bodily carried off the ground. The people threw themselves forward to kiss his hands, or, at least, to touch the hem of his garment, as if it contained the panacea for all their past and perhaps coming suffering. Children were brought up, and mothers asked on their knees for his blessing; and all this while the object of this idolatry was calm and smiling as when in the deadliest fire, taking up the children and kissing them, trying to quiet the crowd, stopping at every

Source: From *The Times* of London, June 13, 1860.

moment to hear a long complaint of houses burned and property sacked by the retreating soldiers, giving good advice, comforting, and promising that all damages should be paid for. . . .

One might write volumes of horrors on the vandalism already committed, for every one of the hundred ruins has its story of brutality and inhumanity. . . . In these small houses a dense population is crowded together even in ordinary times. A shell falling on one, and crushing and burying the inmates, was sufficient to make people abandon the neighboring one and take refuge a little further on, shutting themselves up in the cellars. When the Royalists retired they set fire to those of the houses which had escaped the shells, and numbers were thus burned alive in their hiding places. . . .

If you can stand the exhalation, try and go inside the ruins, for it is only there that you will see what the thing means and you will not have to search long before you stumble over the remains of a human body, a leg sticking out here, an arm there, a black face staring at you a little further on. You are startled by a rustle. You look round and see half a dozen gorged rats scampering off in all directions, or you see a dog trying to make his escape over the ruins. . . . I only wonder that the sight of these scenes does not convert every man in the town into a tiger and every woman into a fury. But these people have been so long ground down and demoralized that their nature seems to have lost the power of reaction.



Why did Garibaldi become such a hero to the Italian people? How does Garibaldi's comportment as a political and military leader prefigure the conduct of later revolutionary military leaders and activists?

1. Why did Garibaldi become such a hero to the Italian people?
2. How does Garibaldi's comportment (the way or manner in which one conducts oneself) as a political and military leader prefigure the conduct of later revolutionary military leaders and activists?
3. **Analysis:** What is the source of the document? What are the merits and deficiencies of it as a source to describe Garibaldi?
4. **CONTEXTUALIZATION:** How does Eber's language show he was part of the Romantic era?

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

#### German Unification: under the Hohenzollerns

- During period after 1815 Prussia emerged as an alternative to a Habsburg-based Germany
- Austria had blocked the attempt of Frederick William IV of Prussia to unify Germany “from above”
- **"grossdeutsch plan"**: failed plan for unified Germany including Prussia and Austria.
- **Zollverein** (German customs union): biggest source of tension between Prussia and Austria.
- **"Kleindeutsch plan"**: a unified Germany without Austria.

#### Otto von Bismarck (1810-1898)

- Led the drive for Prussian-based Hohenzollern Germany
- Came from Junker heritage; obsessed with power
- **"gap theory"** gained Bismarck's favor with the king
- Army Bill Crisis created stalemate between king & legislature over reforms of the army.
- Bismarck insisted Prussian constitution contained a “gap”: did not mention what was to be done if stalemate developed. Since king had granted the constitution, Bismarck insisted monarch ignore liberals (middle class) in the legislature and follow his own judgement.
- “The great questions of the day will not be decided by speeches and resolutions—that was the blunder of 1848 and 1849—but by **blood and iron.**”

#### Prussian-Danish War 1863

- Germany defeated Denmark and took Schleswig-Holstein
- Jointly administered by Prussia and Austria but conflicts over jurisdiction resulted

#### Austro-Prussian War 1866

- Bismarck made diplomatic preparations for war with Austria by negotiating with France, Italy, and Russia for noninterference
- Prussia defeated Austria and unified much of Germany without Austria
- 1867, the **North German Confederation** established by Bismarck with king as president.
  - Included all German states except handful of southern Catholic states

#### Franco-Prussian War (1870-1871)

- **Ems Dispatch**: To provoke a war with France, Bismarck boasted that a French diplomat had been kicked out of Germany after asking William I not to interfere with the succession to the Spanish throne
- Bismarck used the war with France to bring southern Germany into the North German Confederation
- Alsace and Lorraine ceded to Germany

#### Critical Thinking:

Why did the idea of grossdeutsch fail?

Diplomacy or blood & iron? Which will be the most effective way to unite the German states? Why?

**AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871***

**Class Notes & Critical Thinking**

**German Empire**

- Proclaimed on January 18, 1871 (most powerful nation in Europe) = **upset balance of power in Europe**
- William I became Emperor of Germany (Kaiser Wilhelm)
- Bismarck became the Imperial Chancellor.

**Critical Thinking:**

**Draw a diagram demonstrating Bismarck's philosophy to unite the German states.**

**Critical thinking:** Did Bismarck's actions reflect Machiavellian leadership? Could Germany unite without Bismarck?



## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

**Focus Question:** What efforts for reform occurred in the Austrian Empire, Russia, and Great Britain between 1850 and 1870, and how successful were they in alleviating each nation's problems?

#### THE NATIONAL STATE: 1871-1914

- **Result of nationalism & conservative leadership**
- Ordinary people felt increasing loyalty to their governments
- By 1914 universal male suffrage was the rule (female suffrage emerged after WWI)
- Politicians and parties in national parliaments represented the people more responsibly as increased suffrage spread
- Welfare state emerged, first in Germany, then in Britain, France and other countries
- Governments came to believe public education important to provide society with well-informed and responsible citizens.
- Governments often led by conservatives who manipulated nationalism to create a sense of unity and divert attention away from underlying class conflicts
  - Frequently channeled national sentiment in an anti-liberal and militaristic direction after 1871

#### Austria-Hungary

- Austria's defeat by Germany in 1866 weakened its grip on power and forced it to make a compromise with Hungarians and establish the so-called dual monarchy.
- **Ausgleich, 1867** (the "Compromise")
  - Transformed Austria into the Austro-Hungarian Empire.
  - **Attempt to stabilize the state by reconfiguring national unity to include Hungarians**
- Results of Ausgleich:
  - Assimilated the Hungarians (**Magyars**) and nullified them as a primary opposition group.
  - Also led to more efficient gov't.
  - Management of the empire not integrated because of historic tradition and cultural diversification.
  - The language used in government and school was a particularly divisive issue (esp. Hungary)
  - **Anti-Semitism grew** (e.g. Vienna mayor **Karl Lueger**) due to increased numbers of Jews, many of whom were successful. (Hitler later idolized Lueger)
- After 1871, Hapsburg leadership gave up on integrating its empire resulting in its ultimate demise

#### Critical Thinking:

How does the new National State compare to the rise of the New Monarchies of the 1500s?

How will the "compromise" shape Austria in the future? What will other nations under Austria's control think about it?

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

#### Imperial Russia

- Russia's defeat in Crimean War was devastating blow to power of the Tsar & demonstrated Russia's backwardness
- Alexander II sought to institute reforms including abolition of serfdom
- Emancipation was quite limiting, leaving peasants eager for more reform
- **Zemstvos** (local assemblies) provided some local government but nobles had huge advantage due to property owning requirement
- Alexander II's reforms put in motion desire for more rapid change
- **Populism**: group that aimed for more reforms through revolutionary acts of the peasants
- Results of the change = desire for more action, violent acts, monarchy grows more conservative
- Alexander II assassinated by People's Will in 1881
- Alexander III (1881-1894) conservative & reactionary
  - Against reform & repressive

#### Critical Thinking:

Will Russia's defeat in the Crimean War be a devastating one? How so?

#### **Emancipation: Serfs and Slaves pg 672**

1. What changes did Tsar Alexander II's emancipation of the serfs initiate in Russia?
2. What effect did Lincoln's Emancipation Proclamation have on the southern "armed rebellion"?
3. What reason did each leader give for his action? Were their actions equally effective?
4. COMPARISON: How would you compare people's rights in Russia with their rights in the United States as a result of these two decades?

## Emancipation: Serfs and Slaves

**ALTHOUGH OVERALL THEIR HISTORIES** have been quite different, Russia and the United States shared a common feature in the 1860s. They were the only states in the Western world that still had large enslaved populations (the Russian serfs were virtually slaves). The leaders of both countries issued emancipation proclamations within two years of each other. The first excerpt is taken from the Imperial Decree of March 3, 1861, which freed the Russian serfs. The second excerpt is from Abraham Lincoln's Emancipation Proclamation, issued on January 1, 1863.

### **Tsar Alexander II, Imperial Decree, March 3, 1861**

By the grace of God, we, Alexander II, Emperor and Autocrat of all the Russias, King of Poland, Grand Duke of Finland, etc., to all our faithful subjects, make known:

Called by Divine Providence and by the sacred right of inheritance to the throne of our ancestors, we took a vow in our innermost heart to respond to the mission which is intrusted to us as to surround with our affection and our Imperial solicitude all our faithful subjects of every rank and of every condition, from the warrior, who nobly bears arms for the defense of the country to the humble artisan devoted to the works of industry; from the official in the career of the high offices of the State to the laborer whose plow furrows the soil. . . .

We thus came to the conviction that the work of a serious improvement of the condition of the peasants was a sacred inheritance bequeathed to us by our ancestors, a mission which, in the course of events, Divine providence called upon us to fulfill. . . .

In virtue of the new dispositions above mentioned, the peasants attached to the soil will be invested within a term fixed by the law with all the rights of free cultivators. . . .

At the same time, they are granted the right of purchasing their close, and, with the consent of the proprietors, they may

acquire in full property the arable lands and other appurtenances which are allotted to them as a permanent holding. By the acquisition in full property of the quantity of land fixed, the peasants are free from their obligations toward the proprietors for land thus purchased, and they enter definitely into the condition of free peasants-landholders.

### **President Abraham Lincoln, Emancipation Proclamation, January 1, 1863**

Now therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing such rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose to do so, . . . order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia. . . .

And by virtue of the power for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.



What changes did Tsar Alexander's emancipation of the serfs initiate in Russia? What effect did Lincoln's Emancipation Proclamation have on the southern "armed rebellion"? What reason did each leader give for his action? Were their actions equally effective?

Sources: Tsar Alexander II, Imperial Decree, March 3, 1861. From *Annual Register* (New York: Longmans, Green, 1861), p. 207. President Abraham Lincoln, Emancipation Proclamation, January 1, 1863. From *U.S. Statutes at Large* (Washington, D.C., Government Printing Office, 1875), vol. 12, pp. 1268-69.

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

#### Victorian England

- Like France, experienced economic prosperity, periods of jingoism, and expanded democracy
- England avoided revolutions due to reforms passed by Parliament
- England became a battle ground between liberal & conservative parties
  - Liberal (Whigs) Gladstone vs. Conservative (Tory) Disraeli
- Gladstone (1868-1874) supported:
  - Civil service open to competitive exams
  - Secret ballot introduced
  - Abolished purchase of military commissions
  - Education Act of 1870 – elementary schools for all
- Disraeli (1804-1881) supported:
  - Imperialism
  - Reform Act 1867: increased number of voters (ended up benefiting liberals as industrial workers voted)

#### Critical Thinking:

Did Gladstone's actions help England avoid a revolution?

Analyze Table 22.1 on page 674. How did the Reform Acts impact England during the Victorian Era?

	NUMBER OF VOTERS	PERCENTAGE OF TOTAL POPULATION
1831 (Reform Act of 1832)	516,000	2.1
1833	812,000	3.4
1866 (Reform Act of 1867)	1,364,000	4.7
1868	2,418,000	8.4
1883 (Reform Act of 1884)	3,152,000	9.0
1885	5,669,000	16.3

SOURCE: Chris Cook and Brendan Keith, *British Historical Facts, 1830–1900* (London, 1975), pp. 115, 232–233.

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

**Focus Question:** What were the main ideas of Marx?

#### Scientific Socialism or Marxism

- Developed by **Karl Marx** and **Friederich Engels**
- ***The Communist Manifesto*** (1830) and ***Das Kapital*** (1861):  
Intended to replace utopian hopes and dreams with a brutal, militant blueprint for socialist working class success.
  - By bourgeoisie is meant the class of modern capitalists, owners of the means of social production and employers of wage labour.
  - By proletariat, the class of modern wage laborers who, having no means of production of their own, are reduced to selling their labor power in order to live
- **Karl Marx:**
  - The economic interpretation of history: all human history has been determined by economic factors (mainly who controls the means of production and distribution).
  - ***The class struggle:*** Since the beginning of time there has been a class struggle between the rich and the poor or the exploiters and the exploited.
- Theory of Surplus Value: the true value of a product was labor and, since the worker received a small portion of his just labor price, the difference was surplus value, “stolen” from him by the capitalist.
- Socialism was inevitable: Capitalism contained the seeds of its own destruction (overproduction, unemployment, etc.)
- Violent revolution:
  - The increasing gap between proletariat and bourgeoisie will be so great that the working classes will rise up in revolution and overthrow the elite bourgeoisie.
  - Will create a “dictatorship of the proletariat.” ***WORKING MEN OF ALL COUNTRIES, UNITE!***
- Creation of a classless society: Will result as modern capitalism is dismantled.
- “From each according to his abilities, to each according to his needs,” will take place.
- Impact of socialism on European politics became profound by late 19th century

#### Critical Thinking:

List 3 main parts of Marx’s philosophy?

What do you think prompted Marx and Engels to create the idea of a “classless society”?

## AP European History - Chapter 22 *An Age of Nationalism and Realism, 1850-1871*

### Class Notes & Critical Thinking

**Focus Question:** How did the belief that the world should be viewed realistically manifest itself in science, art, and literature in the second half of the nineteenth century?

#### August Comte (1798-1857)

- Father of “sociology”
- **positivism:** philosophy that science alone provides knowledge
- Emphasized the rational & scientific analysis of nature & human affairs
- Positive knowledge resulted from hierarchy of sciences

#### Charles Darwin:

- *On the Origin of Species by the Means of Natural Selection*, 1859
  - **Theory of evolution:** All life had gradually evolved from a common ancestral origin in an unending “struggle for survival;” species most able to adapt survived
  - Darwin’s theory refuted literal interpretation of the Bible; created a crisis in some churches
- **Social Darwinism:** **Herbert Spencer** applied Darwin’s ideas to human society -- “**survival of the fittest**”; racialist theories that natural laws dictated why certain people were successful and others were not.

#### Bacterial Revolution

- **Louis Pasteur** (1822-1895) developed germ theory of disease
  - **pasteurization:** fermentation caused by growth of living organisms and the activity of these organisms could be suppressed by heating the beverage.
- **Joseph Lister:** developed “**antiseptic principle**” in performing surgeries.
- Diseases such as typhoid, typhus, cholera, and yellow fever were now under control.

**Realism:** Belief that literature and art should depict life as it really was.

- Largely a reaction to the failed Revolutions of 1848-49 and subsequent loss of idealism
- France (beginning of realist movement)
- ART:
  - Gustave Courbet:
  - Jean-Francois Millet:
- Literature:
  - **Gustave Flaubert:** (in text)
  - **Charles Dickens:** (in text)
  - **Émile Zola** (1840-1902): The giant of realist literature
  - Portrayed seamy, animalistic view of working-class life
  - **Fyodor Dostoevsky:** *Crime & Punishment*
  - Russia: **Leo Tolstoy** (1828-1910) – greatest Russian realist (*War and Peace*)
    - Fatalistic view of history but regards human love, trust, and everyday family ties are life’s enduring values

#### Critical Thinking:

How will the bacterial revolution impact Europe?

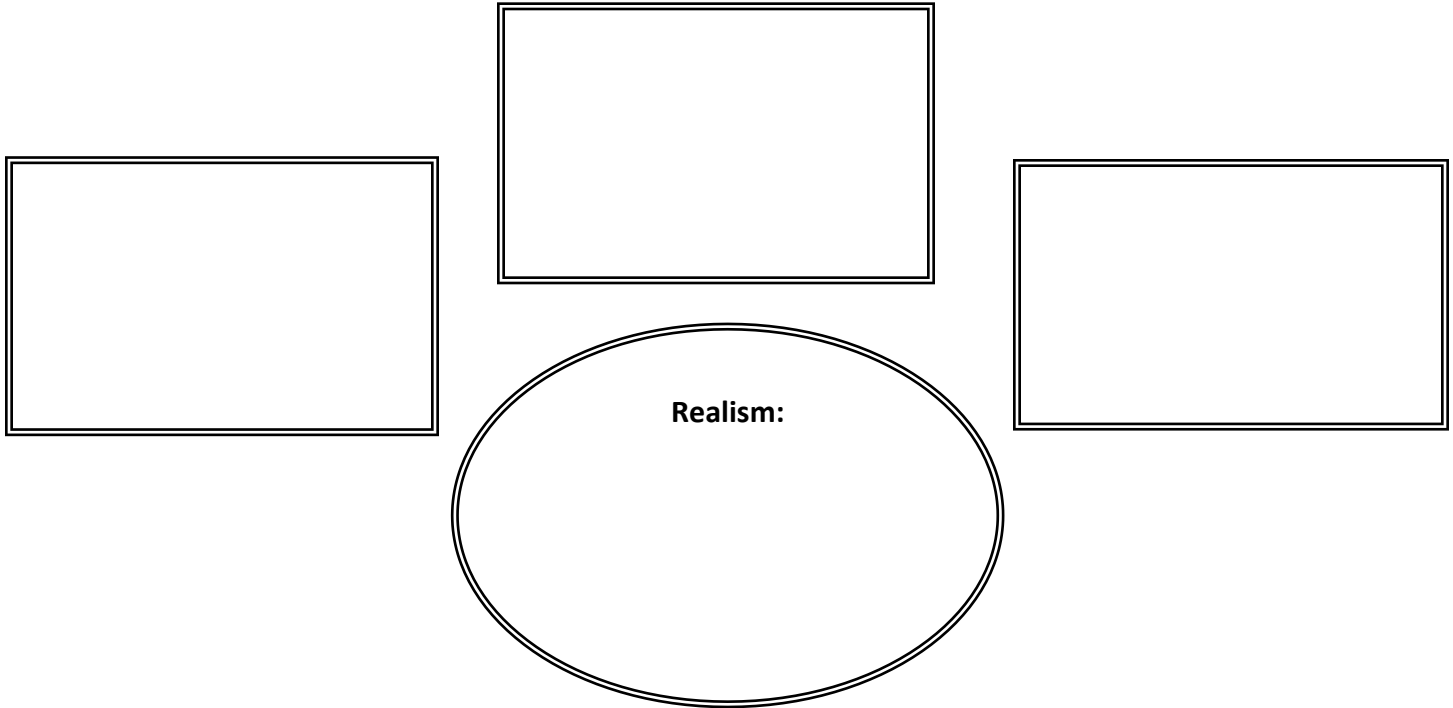
What political and social events prompted the beginning of the realism movement?

**AP European History - Chapter 22 An Age of Nationalism and Realism, 1850-1871**

**Class Notes & Critical Thinking**

**Directions:** Use your text to define Realism in the oval in the middle, fill in details for the 3 examples of Realist writers and 2 examples of Realist artists. Analyze each painting for their realist characteristics.

Gustave Flaubert, Charles Dickens, Émile Zola, Fyodor Dostoevsky, Leo Tolstoy



Artist & Description:

Painting Analysis:

Artist & Description:

Painting Analysis:

