

8. "Child Labor: The Mines": Why was it claimed that working in the coal mines was worse even than labor in the cotton mills and factories? Other than cheaper wages, what might be the advantage to using young children in mines? How does this reflect social attitudes between the urban and rural societies throughout England? What were the possible reasons it took until 1842 to get legislation pertaining to child labor in the mines, and then it only prohibited the employment of boys under the age of ten? (p. 615, in the section The Social Impact of the Industrial Revolution)

## CHAPTER OUTLINE

### The Industrial Revolution in Great Britain

- I. Origins
  - A. Agricultural revolution
  - B. Population growth
  - C. Supply of capital for investment
  - D. Early industrial entrepreneurs
  - E. Mineral resources (coal, iron ore, etc.)
  - F. Government favorable to business
  - G. Markets (domestic, European, colonial)
- II. Technological Changes and New Forms of Industrial Organization
  - A. The Cotton Industry
    1. new inventions: flying shuttle, spinning jenny, water frame, Crompton's mule, Edmund Cartwright's power looms, 1787
    2. bring people to factories for more efficient production
  - B. The Steam Engine
    1. coal-powered steam engines (James Watt (1736-1819))
    2. increased cotton production from 2.5 million pounds to 22 million pounds in under 30 years
    3. cheap cotton cloth easily accessible to everyone
  - C. The Iron Industry
    1. Henry Cort develops puddling
    2. produces high quality iron called "wrought iron"
  - D. A Revolution in Transportation
    1. railways originally used in mining operations
    2. Richard Trevithick's locomotive: steam-powered
    3. George Stephenson's Rocket reaches 16 mph
    4. new opportunities for investors and for jobs – Industrial Revolution is self-sustaining
  - E. The Industrial Factory
    1. factory laborers no longer own means of production
    2. time-work discipline
    3. churches reinforce values of discipline and thrift
- III. Britain's Great Exhibition of 1851
- The Spread of Industrialization
  - I. Industrialization on the Continent



- A. Obstacles to rapid industrialization on the European continent
  1. lack of a transportation system
  2. internal toll stations and customs barriers
  3. guild restrictions
  4. commitment to traditional business attitudes
- B. Borrowing techniques and practices
  1. British try unsuccessfully to keep “trade secrets”
  2. technical schools established on the Continent
- C. Role of government
  1. provided education and awarded grants
  2. used tariffs to protect fledgling industries
- D. Centers of Continental Industrialization
  1. traditional methods persisted alongside the new methods in cotton manufacturing
  2. the new steam engine used primarily in mining and metallurgy
  3. iron and coal more significant for heavy industry in Germany and France

## II. The Industrial Revolution in the United States

## III. Limiting the Spread of Industrialization in the Nonindustrialized World

### The Social Impact of the Industrial Revolution

#### I. Population Growth

##### A. Background

1. accelerates dramatically in the nineteenth century
2. reasons: decline of the death rate and general increase in the food supply
3. composition of population changes

##### B. The Great Hunger

1. Irish population growth because of reliance on the potato
2. potato crop fails, 1845-1851
3. millions die of starvation and disease; millions more emigrate

##### C. Emigration

##### D. The Growth of Cities

1. becoming places for manufacturing and industry
2. rapid, unplanned, growth in London
3. slower growth on the continent

##### E. Urban Living Conditions in the Early Industrial Revolution

1. inner cities are miserable; the wealthy live in suburbs
2. overcrowding and poor sanitary conditions
3. adulteration of food

##### F. Urban Reformers

1. James Kay-Shuttleworth describes the masses as “volcanic elements”
2. Edwin Chadwick (1800-1890) advocates a system of modern sanity reforms
3. fear of cholera helps support public health reforms

#### II. New Social Classes: The Industrial Middle Class

##### A. The New Industrial Entrepreneurs

1. challenges of industrialization: raising capital, determining markets, setting company objectives, etc.



2. diverse social origins, many from a mercantile background
  3. members of dissenting religious minorities prominent
  4. participation of aristocrats, especially in Britain
  - B. Significance of the Industrial Entrepreneurs: rise of the new business aristocracy
- III. New Social Classes: Workers in the Industrial Age
- A. Composition of working class
    1. factory workers a minority of the working class in first half of century
    2. artisans and craftspeople: largest group of urban workers in the first half of the century
    3. servants are another significant group
  - B. Working conditions for the industrial working class
    1. dreadful conditions: long hours, no job security, high temperatures
    2. coal mines: cramped conditions, danger of explosions, dampness
    3. child labor exploited more than ever (e.g.: pauper apprentices)
    4. women made up 50 percent of the labor force in textiles before 1870
    5. new pattern of separation of work and home
    6. Poor Law Act of 1834 uses fear of workhouses to attack poverty
  - C. Standards of Living
    1. widening gap between rich and poor
    2. wide fluctuations of wages and prices
    3. consumption patterns vary
    4. real gainers in the early Industrial Revolution were members of the middle class
- IV. Efforts at Change: The Workers
- A. The trade union movement
    1. strikes in the early 1800s
    2. movement towards national unions
    3. Robert Owen (1771-1858), Utopian Socialism
  - B. Luddites: attacking machines to fight industrial capitalism
  - C. Chartism: goal of political democracy, rejected by Parliament
- V. Efforts at Change: Reformers and Government
- A. Reform-minded individuals campaign against the evils of industrialization
  - B. Government action
    1. Factory acts, 1802-1819
    2. Factory Act of 1833
    3. Coal Mines Act, 1842

## GLOSSARY

**Agricultural revolution:** the application of new agricultural techniques that allowed for a large increase in productivity in the eighteenth century.

**Capital:** material wealth used or available for use in the production of more wealth.



**Cholera:** an infectious epidemic disease common in many urban areas during the nineteenth century; concern about the disease and the filthy conditions that helped it spread led to public health measures.

**Tariffs:** duties (taxes) imposed on imported goods; usually imposed both to raise revenue and to discourage imports and protect domestic industries.

**Trade unions:** an association of workers in the same trade, formed to help members secure better wages, benefits, and working conditions.

## SUGGESTED INTERNET RESOURCES

### **The Industrial Revolution & The Railway System:**

[https://www.mtholyoke.edu/courses/rschwartz/ind\\_rev/](https://www.mtholyoke.edu/courses/rschwartz/ind_rev/)

### **British Library: The Great Exhibition of 1851**

<http://www.bl.uk/learning/histcitizen/victorians/exhibition/greatexhibition.html>

### **British Library: Chartism**

<http://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/chartism.html>

### **BBC History: Why the Industrial Revolution Happened in Britain**

<http://www.bbc.co.uk/history/0/20979973>

### **Internet Modern History Sourcebook (at Fordham University):**

<http://legacy.fordham.edu/halsall/mod/modsbook.asp>

As previously mentioned, a great site for all aspects of scientific development over time arranged by regions/cultures and eras.

## SUGGESTED VIDEO RESOURCES

**Civilization**, 2006, Public Media Video/BBC Television, (50 minutes each program), Program 13, "Heroic Materialism." (Covers nineteenth-century industrialization, rise of materialism and materialist values, and the growth of European cities.)

**Coal, Steam, and the Industrial Revolution**, Crash Course, (10 minutes, 31 seconds). Available at <https://www.khanacademy.org/partner-content/crash-course1/crash-course-world-history/you-aint-the-boss-of-me/v/crash-course-world-history-32>

### **It's History: The Industrial Revolution;**

[https://www.youtube.com/playlist?list=PL2NN2rktA4yOH5dPl\\_e8eHqQ5Hk94W7D8](https://www.youtube.com/playlist?list=PL2NN2rktA4yOH5dPl_e8eHqQ5Hk94W7D8)

This YouTube documentary channel produced an entire series of videos on the Industrial Revolution, major figures, and significant events and ideas within the revolution. Each clip runs between 7 and 10 minutes.



## CHAPTER OUTLINE

### The Conservative Order (1815 – 1830)

- I. The Peace Settlement
  - A. Quadruple Alliance: Great Britain, Russia, Austria, Prussia
  - B. Congress of Vienna (1814 – 1815): led by Prince Klemens von Metternich
  - C. The principle of legitimacy: restore pre-Napoleonic monarchs to the throne
  - D. A new balance of power: prevent any one country from dominating Europe
- II. The Ideology of Conservatism
  - A. Goal: to contain liberal and nationalist forces unleashed by the French Revolution
  - B. From Edmund Burke, *Reflections on the Revolution of France*
    1. each generation has a duty to preserve the social contract
    2. only gradual change is admissible
  - C. Joseph de Maistre: counterrevolutionary or authoritarian conservatism
  - D. General beliefs of conservatives
    1. obedience to political authority
    2. organized religion was crucial to social order
    3. hated revolutionary upheavals
    4. unwilling to accept liberal demands or representative government
    5. community takes precedence over individual rights
- III. Conservative Domination: The Concert of Europe
  - A. The Concert of Europe
    1. goal: maintain status quo
    2. met several times: four congresses between 1818 and 1822
    3. Quintuple Alliance (added France)
  - B. The Principle of intervention
    1. proposed by Metternich
    2. meant that the great powers of Europe had the right to send armies into countries where there were revolutions to restore legitimate monarchs to their thrones
    3. British refusal to participate ultimately results in breakdown of Concert of Europe
  - C. The Revolt of Latin America: colonies become independent between 1807 and 1824; Britain began to dominate Latin American economy
  - D. The Greek Revolt, 1821-1832
    1. intervention could support revolution as well
    2. British and French defeat Ottoman armada in 1827
    3. Russia declares war on Ottomans in 1828
    4. Treaty of Adrianople, 1829, ends fighting
    5. Greece declared independent in 1830
- IV. Conservative Domination: The European States
  - A. Great Britain: Rule of the Tories
    1. landowning classes dominate Parliament
    2. Tory and Whig factions; Tories dominate
    3. little desire to change the existing political and electoral system



3. "The Voice of Liberalism: John Stuart Mill on Liberty": How do Mill's ideas fit into the concept of democracy, safety, and national security? What is more important in his thought: the individual or society? What do you believe to be the historic sources or inspirations of Mill's ideas? What are the similarities and differences between Mill's thoughts and Metternich's ideas? (p. 631, in the section The Ideologies of Change)
4. "Opposing Viewpoints: Response to the Revolution: Two Perspectives": What arguments did Macaulay use to support the Reform Bill of 1832? What do they tell you about the reasons Britain was able to avoid major revolutionary events at mid-century? In his speech, what social class in Britain was the crucial class to Macaulay? Why? Would you define Macaulay as a liberal or a conservative? Why was Schurz so excited when he heard the news about the revolution in France in 1848? Do you think being a university student would help explain his reaction? Was Schurz motivated more by liberalism or by nationalism or both? Explain. What do these selections reveal about the development of British and German politics in the nineteenth century? (pp. 636-637, in the section Revolution and Reform [1830-1850])
5. "Images of Everyday Life: Political Cartoons: Attacks on the King": Why is a free press and free speech essential to maintaining a democratic government? Who or what polices the press, or holds it accountable, if there is no government censorship? If the government cannot censor the press, what responsibilities does the press have? How does the press influence politics today? Why were political cartoons more useful tools of the press than articles? (p. 639, in the section Revolution and Reform [1830-1850])
6. "The Voice of Italian Nationalism: Giuseppe Mazzini and Young Italy": How does Mazzini define Italian nationalism in the early nineteenth century. Why do you think some have defined nineteenth-century nationalism as a "secular religion"? Could it be viewed more as a God-given right or power? Could Mazzini be described as a liberal? Why or why not? Was his hope for a republican Italy overly optimistic in 1831? Why or why not? (p. 641, in the section Revolution and Reform [1830-1850])
7. "The New British Police: 'We Are Not Treated as Men'": What were the common complaints of the British constables? What main issue did the complaints raise? Were those complaints justified? Why? What was revolutionary about the establishment of professional police departments? Why might it be said that the development of police forces is a defining characteristic of Western civilization in modern times? (p. 644, in the section The Emergence of an Ordered Society)
8. "Beethoven's Instrumental Music": What elements or characteristics of Romanticism can be found in this critique of Beethoven? In what way does the critique sound like a religious sermon? What are some other music genres that helped define other movements and time periods in history? Why does the critic consider Beethoven a "purely" romantic composer, superior to other geniuses like Mozart and Hayden? Who determines whether one artist or art form is "superior" to another? Is that justified? (p. 649, in the section Culture in an Age of Reaction and Revolution: The Mood of Romanticism)



4. Corn Law of 1815 benefits landowners but raises price of bread; resulting demonstration ends in Peterloo Massacre
- B. Restoration in France
1. Louis XVIII (r. 1814 – 1824) retains Napoleon’s Civil Code
  2. King’s moderation resented by liberals and ultraroyalists
  3. Charles X (1824-1830): conservative policies lead to another revolution
- C. Intervention in the Italian States and Spain
1. Italy divided into nine states; much under Austrian domination
  2. Carbonari in Italy conspire and plan for revolution
  3. Ferdinand VII (Bourbon) restored to Spanish throne in 1814
  4. Ferdinand’s conservative policies lead to the brink of a revolution before France intervenes
- D. Repression in Central Europe
1. Metternich and the forces of reaction
  2. liberal and national movements in Germany are weak; aristocratic landowning classes and autocratic monarchies dominate
  3. Prussia institutes limited reforms
  4. university professors and students organize Burschenschaften – with goal of uniting Germany
  5. Karlsbad Decrees (1819) close the Burschenschaften and censor the press
- E. Russia: Autocracy of the Tsars
1. rural, agricultural, and autocratic
  2. Alexander I (1801-1825) initially moderate but becomes reactionary
  3. Northern Union wants constitutional monarchy
  4. Decembrist Revolt upon death of Alexander I transforms Nicholas I (1825-1855) into a reactionary; strengthens bureaucracy and secret police

### The Ideologies of Change

#### I. Liberalism

- A. Economic liberalism (classical economics)
1. laissez-faire
  2. Thomas Malthus, *Essay on the Principles of Population*
  3. David Ricardo, *Principles of Political Economy* (“iron law of wages”)
- B. Political liberalism
1. ideology
    - a. protection of civil liberties or the basic rights of all people, which included equality before the law; freedom of assembly, speech, and press; and freedom from arbitrary arrest
    - b. separation of church and state
    - c. right of peaceful opposition to the government in and out of parliament and the making of laws by a representative assembly (legislature) elected by qualified voters
    - d. limited suffrage to landowning men
  2. John Stuart Mill, *On Liberty*: advocated for rights of men and women



## II. Nationalism

## A. Ideology

1. nation: a community with common institutions, traditions, language, and customs
2. national self-determination for subject peoples

## B. Threatened to disrupt the existing order; repressed by conservatives

## III. Early Socialism

## A. "Utopian Socialists" are against private property and the competitive spirit of early industrial capitalism

## B. Charles Fourier (1772 – 1838): proposed small model communities called phalansteries with rotating work assignments

## C. Robert Owen (1771-1858): cooperative settlement at New Harmony fails

## D. Louis Blanc (1813 – 1882): advocated state-run workshops

## E. Female Supporters

## F. Flora Tristan (1803 – 1844): absolute equality of men and women; largely ignored in her time

## Revolution and Reform (1830-1850)

## I. Another French Revolution

## A. Charles X (1824-1830) issues July Ordinances, provoking July Revolution

## B. Charles forced to flee; Louis-Philippe (1830-1848) becomes the bourgeois monarch

1. Constitutional changes favor the upper bourgeoisie
2. severe disappointment to the working class
3. legislature splits into the Party of Movement and the Party of Resistance

## II. Revolutionary Outbursts in Belgium, Poland, and Italy

## A. Revolt by the Belgians against the Dutch in 1830 is successful

## B. Revolt attempts in Poland and Italy both crushed

## III. Reform in Great Britain

## A. The Reform Act of 1832

## B. New Reform Legislation

1. Poor Law of 1834
2. Repeal of the Corn Laws (1846)

## C. No major crisis in Britain in 1848 because of gradual reform

## IV. The Revolutions of 1848

## A. Yet Another French Revolution

1. scandals, graft, corruption, and failure to initiate reform
2. Louis-Philippe abdicates, February 24, 1848
3. Provisional government established, led by Louis Blanc
  - a. elections to be by universal manhood suffrage
  - b. national workshops
  - c. growing split between moderate and liberal republicans

## 4. Second Republic established

- a. universal manhood suffrage
- b. Charles Louis Napoleon Bonaparte elected in December, 1848

## B. Revolution in the Germanic States

1. Frederick William IV (1840-1861) of Prussia allows elections to the Frankfurt Assembly to work towards a united Germany
2. Grossdeutsch vs. Kleindeutsch



- 3. Assembly fails because it has no authority to enforce its constitution
- C. Upheaval in the Austrian Empire
  - 1. demonstrations force Metternich to flee the country
  - 2. Hungary granted control over its internal affairs
  - 3. Francis Joseph I (1848-1916) works to reestablish imperial control
- D. Revolts in the Italian States
  - 1. Giuseppe Mazzini (1805-1872): leader of risorgimento
  - 2. Cristina Belgioioso (1808-1871)
  - 3. Charles Albert (r. 1831 – 1849) attempts unsuccessful war of liberation
- E. The Failures of 1848
  - 1. division within the revolutionaries
  - 2. divisions among nationalities

## V. The Maturing of the United States

### The Emergence of an Ordered Society

- I. New Police Forces
  - A. French Police protect the inhabitants of Paris
  - B. British Bobbies
    - 1. introduced in 1829 – 1830
    - 2. goal was to prevent crime
  - C. Spread of Police Systems
  - D. Other Approaches to the Crime Problem
    - 1. attempt to fight crime by fighting poverty
    - 2. Sunday schools set up to improve morals; Catholic Church revives religious orders

## II. Prison Reform

- A. United States takes the lead (Auburn Prison in New York, Walnut Street Prison in Philadelphia)
- B. Prison reform in France and Britain

### Culture in an Age of Reaction and Revolution: The Mood of Romanticism

#### I. The Characteristics of Romanticism

- A. Balance reason with emotion, sentiment, and inner feelings
- B. Tragic figure (Johann Wolfgang von Goethe (1749-1832), *The Sorrows of the Young Werther*)
- C. Individualism
- D. The Romantic hero transforms society
- E. Interest in the past
  - 1. Grimm Brothers and Hans Christian Andersen collect and publish local fairy tales
  - 2. revival of medieval Gothic architecture
  - 3. Walter Scott, *Ivanhoe*
- F. Gothic literature: attraction of the bizarre and unusual
  - 1. Edgar Allan Poe (1808-1849)
  - 2. Mary Shelley (1797-1851), *Frankenstein*

#### II. Romantic Poets

- A. Percy Bysshe Shelley (1792-1822), *Prometheus Unbound*
- B. Lord Byron (1788-1824), *Childe Harold's Pilgrimage*



- C. Love of Nature
    - 1. William Wordsworth (1770-1850)
    - 2. pantheism identifies the great force in nature with God
  - D. Critique of Science: leaves no room for the imagination of the human soul
- III. Romanticism in Art
- A. Casper David Friedrich (1774-1840)
    - 1. famous for romantic landscapes
    - 2. artistic process depends on inner vision
  - B. Joseph Malford William Turner (1775-1851) seeks to convey nature's moods
  - C. Eugène Delacroix (1798-1863) combines theatricality and movement with a daring use of color (i.e. The Death of Sardanapalus)
- IV. Romanticism in Music
- A. Ludwig van Beethoven (1770-1827): bridge between classicism and Romanticism
  - B. Hector Berlioz (1803-1869): one of the founders of program music
- V. The Revival of Religion in the Age of Romanticism
- A. Catholicism
  - B. Protestantism

## GLOSSARY

**Balance of power:** a distribution of power among several states such that no single nation can dominate or interfere with the interests of another.

**Burschenschaften:** student societies in Germany dedicated to the cause of a free, united German nation.

**Conservatism:** an ideology based on tradition and social stability that favored the maintenance of established institutions, organized religion, and obedience to authority and resisted change, especially abrupt change.

**Gothic Literature:** Romantic literature that focuses on the bizarre and the unusual, such as Mary Shelley's *Frankenstein*.

**Ideology:** a political philosophy such as conservatism or liberalism.

**Individualism:** an interest in the unique traits of each person, first emphasized by the Romantics.

**Liberalism:** an ideology based on the belief that people should be as free from restraint as possible. Economic liberalism is the idea that the government should not interfere in the workings of the economy. Political liberalism is the idea that there should be restraints on the exercise of power so that people can enjoy basic civil rights in a constitutional state with a representative assembly.



2. “Emancipation: Serfs and Slaves”: Compare and contrast the “emancipation proclamations” of Alexander II and President Lincoln. What are the differences between them, if any? How did each of the leaders justify their actions? Were both equally effective? What was the aftermath in both nations? Was the Tsar or Lincoln more successful in meeting the goals of emancipation? (p. 668, in the section Nation Building and Reform: The National State in Midcentury)

3. “The Classless Society”: What steps did Marx and Engels believe would lead to a classless society? Marx claimed to be a scientific socialist. What might make Marxism “scientific”? Although Marx criticized early socialists as utopian, does his own socialism appear equally utopian? Are Marx and Engels overly optimistic? Why or why not? Are Marx’s thoughts more about resentment of the bourgeoisie, or is he really trying to champion the proletariat? (p. 675, in the section Industrialization and the Marxist Response)

4. “Darwin and the Descent of Man”: What is Darwin’s basic argument in *The Descent of Man*? Why did so many object to it when first published in 1871? What type of conflicts were to develop with the church? Was Darwin a product of his own times? If so, how? Darwin published a theory. What exactly is a theory? Is a theory factual or a hypothesis? (p. 677, in the section Science and Culture in an Age of Realism)

5. “Anesthesia and Modern Surgery”: How did the use of anesthesia change society? In what ways does this document demonstrate the impact that modern science made on Western society by the middle decades of the nineteenth century? What were the forces and trends that emerged in the nineteenth century to encourage Europeans and Americans in the practical application and refinement of new scientific discoveries? (p. 679, in the section Science and Culture in an Age of Realism)

6. “Flaubert and an Image of Bourgeois Marriage”: What does this excerpt from *Madame Bovary* suggest about the roles of women and the nature of bourgeois lifestyles in mid-nineteenth-century France? Was romantic love an important component of Charles and Emma’s relationship? Why or why not? (p. 681, in the section Science and Culture in an Age of Realism)

## CHAPTER OUTLINE

### The France of Napoleon III

- I. Louis Napoleon: Toward the Second Empire
  - A. National Assembly rejected his call for revision of constitution to allow him to stand for reelection
  - B. Responded by seizing government by force
  - C. Restored universal male suffrage and asked that the empire be restored
  - D. Assumed the title of Napoleon III, December 2, 1852
- II. The Second Napoleonic Empire
  - A. Bonapartist authoritarian government
  - B. Early domestic policies
    1. used government to stimulate economy



- 2. reconstruction of Paris under direction of Baron Haussmann
- C. Liberalization of the regime
- III. Foreign Policy: The Mexican Adventure
  - A. Sent troops to Mexico in 1861 to intervene in struggle between Mexican liberals and conservatives; French forces remained after order had been restored
  - B. Installed Archduke Maximilian of Austria as emperor in 1864; Maximilian overthrown and executed in 1867
- IV. Foreign policy: Crimean War
  - A. Disintegration of the Ottoman Empire
    - 1. encroachment of the Russian Empire
    - 2. European fear of Russian ambition
  - B. War in the Crimea
    - 1. Russian demand to protect Christian shrines (Privilege already given to the French)
    - 2. Ottomans refuse; Russia invades Moldavia and Wallachia
    - 3. Turks declare war, October 4, 1853
    - 4. Britain and France declare war on Russia, March 28, 1854
    - 5. Austria refuses to intervene on the side of Russia
    - 6. war ends in March, 1856 (Russian loss)
    - 7. destroys the Concert of Europe

## National Unification: Italy and Germany

- I. The Unification of Italy
  - A. The Leadership of Cavour
    - 1. liberal-minded nobleman – became prime minister in 1852
    - 2. facilitated Napoleon III's alliance with Piedmont, 1858
    - 3. War with Austria, 1859, results in French withdrawal
    - 4. Northern states join Piedmont
  - B. The Efforts of Garibaldi
    - 1. The Red Shirts
    - 2. successful invasion of Kingdom of the Two Sicilies, 1860
    - 3. yields to Cavour in Naples, retiring to his farm
    - 4. Kingdom of Italy, March 17, 1861 under control of Piedmont and King Victor Emmanuel II
    - 5. Austro-Prussian war and annexation of Venetia, 1866
    - 6. Franco-Prussian war and annexation of Rome, 1870
- II. The Unification of Germany
  - A. The strength of Prussia
    - 1. Zollverein formed in 1834; dominated by Prussia
    - 2. 1848 constitution establishes constitutional monarchy with universal male suffrage
    - 3. King William I, 1861-1888 wanted military reforms
    - 4. Count Otto von Bismarck appointed prime minister in 1862
  - B. Bismarck
    - 1. politician and opportunist (Realpolitik)
    - 2. governed Prussia by ignoring parliament
    - 3. active foreign policy leads to war



- C. The Danish War (1864) over Schleswig and Holstein: Joint administration with Austria creates opportunity for war
- D. The Austro-Prussian War (1866)
  1. Russian and French neutrality + Prussian military reforms lead to victory
  2. created new constitution for the North German Confederation
- E. The Franco-Prussian War (1870-1871)
  1. dispute with France over the throne of Spain
  2. French declaration of war, July 15, 1870
  3. Battle of Sedan, September 2, 1870 leads to collapse of Second Empire
  4. Southern German states join Northern German Confederation
  5. William I proclaimed Kaiser of the Second German Empire

### Nation Building and Reform: The National State in Midcentury

- I. The Austrian Empire: Toward a Dual Monarchy
    - A. Austria after 1848
      1. 1851: revolutionary constitutions abolished; centralized autocracy returns
      2. Reichsrat (imperial parliament) has German majority; alienates Hungarians
    - B. The Ausgleich of 1867
      1. creates a dual monarchy
      2. Austria and Hungary independent in domestic affairs; joined in foreign affairs by a common monarch
      3. German and Magyars dominate minorities; problem of nationalities persists until the demise of the empire after World War I
  - II. Imperial Russia
    - A. Alexander II, 1855-1881 attempts complete overhaul
    - B. Abolition of serfdom
      1. March 3, 1861 emancipation has limits
      2. problems with emancipation: inadequate land, subjection to mir
    - C. Other reforms
      1. Zemstvos (local assemblies)
      2. students and intellectuals favor populism
      3. assassination of Alexander II (1881)
      4. Alexander III (1881-1894) returns to traditional methods of repression
  - III. Great Britain: The Victorian Age
    - A. Reasons for stability
      1. reforms (1832)
      2. economic growth
    - B. Queen Victoria's sense of duty and moral responsibility reflected the age
    - C. Disraeli and the Reform Act of 1867
    - D. The Liberal Policies of Gladstone
  - IV. The United States: Slavery and War
  - V. The Emergence of a Canadian Nation
- ### Industrialization and the Marxist Response
- I. Industrialization on the Continent
    - A. Increased mechanization of textile and cotton industries



- B. Growth of iron industries and railroads
- C. Elimination of trade barriers
- D. Government support for joint-stock investment banks

II. Marx and Marxism

- A. Karl Marx (1818-1883) and Friedrich Engels (1820-1895), *The Communist Manifesto*, 1848
- B. Ideas of *The Communist Manifesto*
  - 1. history is the history of class struggle
  - 2. last stage of history: bourgeois versus proletariat
  - 3. end result of history is a classless society
- C. After 1848 Revolutions, Marx went to London; writes *Das Kapital*
- D. Organizing the working class
  - 1. International Working Men's Association, 1864
  - 2. Internal problems cause failure in 1872

Science and Culture in an Age of Realism

I. A New Age of Science

- A. Development of the steam engine led to science of relationship between heat and mechanical energy
- B. Louis Pasteur – germ theory of disease
- C. Dmitri Mendeleev – atomic weights
- D. Michael Faraday – generator
- E. Science and Materialism: belief that everything mental, spiritual, or ideal was simply a result of physical forces

II. Charles Darwin and the Theory of Organic Evolution

- A. Charles Darwin (1809-1882), *On the Origin of Species by Means of Natural Selection*, 1859
  - 1. all plants and animals have evolved over a long period of time
  - 2. those who survived had adapted to the environment
- B. The Theory of Evolution
  - 1. organic evolution: survival of the fittest
  - 2. *The Descent of Man*, 1871
  - 3. ideas highly controversial; gradually accepted

III. A Revolution in Health Care

- A. Pasteur, Koch, and Germs
- B. New Surgical Practices
  - 1. Joseph Lister develops antiseptic principle
  - 2. sulfuric ether used as an anesthetic
- C. New Public Health Care Measures
- D. New Medical Schools
- E. Women and Medical Schools: encounter strong resistance in the late 1800s

IV. Science and the Study of Society: Auguste Comte (1798 – 1857), *System of Positive Philosophy*

V. Realism in Literature

- A. Deliberate rejection of Romanticism
- B. Gustave Flaubert (1821-1880), *Madame Bovary*, 1857
- C. William Thackeray (1811-1863), *Vanity Fair*, 1848



- D. Charles Dickens (1812-1870) focuses on Britain's industrial age
- VI. Realism in Art
- A. Gustave Courbet (1819-1877) paints factory workers, peasants, etc.
- B. Jean-Francois Millet (1814-1875) focuses on rural life (The Gleaners)
- VII. Music: The Twilight of Romanticism
- A. Franz Liszt (1811 – 1886): the New German School
- B. Richard Wagner (1813 – 1883): the national opera

## GLOSSARY

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

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

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

**Natural selection:** Darwin's idea that organisms that are most adaptable to their environment survive and pass on the variations that enabled them to survive, while other, less adaptable organisms become extinct; "survival of the fittest."

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

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

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

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

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

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

## SUGGESTED INTERNET RESOURCES

**American Museum of Natural History: Darwin Exhibition**  
<http://www.amnh.org/exhibitions/past-exhibitions/darwin>



**BBC History: The Victorians**

<http://www.bbc.co.uk/history/british/victorians/>

**Brown University: Garibaldi & the Risorgimento**

<http://library.brown.edu/cds/garibaldi/>

**Gustave Courbet: The Complete Works**

<http://www.gustavecourbet.org/>

**Nineteenth-Century French Realism:**

[http://www.metmuseum.org/toah/hd/rism/hd\\_rism.htm](http://www.metmuseum.org/toah/hd/rism/hd_rism.htm)

This article discusses and places Realism in its historical context and includes a number of images from different time periods as illustrations of the differences between classical, Romantic, and Realist art.

**Stanford Encyclopedia of Philosophy: Karl Marx**

<http://plato.stanford.edu/entries/marx/>

**The Unification of Germany: Summary, Timeline & Events**

<http://study.com/academy/lesson/the-unification-of-germany-summary-timeline-events.html>

## SUGGESTED VIDEO RESOURCES

**A & E Biography, Charles Darwin**, 2005, (50 minutes)

**Empires: Queen Victoria's Empire**, 2006, (3 hours, 30 minutes).

**Evolution: Darwin's Dangerous Idea**, 2008, PBS Video, (2 hours).