

# 17 SOCIAL REVOLUTIONS

## 1830 — 1914

### URBANIZATION, GENDER RELATIONS, AND NATIONALISM, WEST AND EAST

#### COMMENTARY

Chapter 17 concludes the textbook's survey of the revolutions which transformed the modern world by examining the global revolutionary changes that occurred in the patterns of urban life, in **gender** relations, and the development of the **nation-state**. As was the case with the gradual evolution of participatory democracy and the growth of the regulatory role of government (see Chapter 16), all three of these movements were, in a sense, products of what has been called the Dual Revolution —the intertwined and mutually reinforcing effects of the political and industrial revolutions of the 18<sup>th</sup> and 19<sup>th</sup> centuries. Urbanization is a perfect example. As Spodek points out, Cities grew because they served new functions for more people. One of these functions, he continues, was the increasing importance of central government (p. 557). The growth of Paris, London, and Washington, D.C., in the 19<sup>th</sup> century all demonstrated this. On the other hand, some of the century's most spectacularly rapid urban growth was the result of industrialization. It was factory cities such as Manchester and Birmingham in England, Chicago and Pittsburgh in the United States, and Hamburg and Essen in Germany, that were to become the symbols of the age. And, as the chapter explains, industry was not only the lure which attracted millions of migrants to the cities —mills, factories, offices, and food-processing plants; it also provided the technology which enabled cities to expand outward and upward (in the form of subways, electric trolley-lines, and structural steel for the new —10-story high! — **skyscrapers**) and made them safer, more sanitary, and more livable (in the form of sewage treatment systems, gas and electric lighting, and elevators). Similarly, the cumulative effects of the Dual Revolution called into question the traditionally subordinate roles and status of women. The emphasis of the American and French Revolutions on political equality and the Rights of Man inevitably led to discussion of the rights of women. The wrenching social changes of the Industrial Revolution further transformed gender relations by replacing the family with the factory as the primary unit of production and by gradually relegating women to the inferior economic role of non-productive homemakers. It was this glaring contradiction that gave rise to the demands of the **women's movement** —its demands for equal rights in marriage, divorce, and property ownership, equal opportunities in the workplace, and **women's suffrage** ( Votes for Women ).

**Nationalism** and the nation-state were also fostered as much by industrialization as they were by revolutionary political ideas and warfare. The concept of nationhood envisions a people united by common cultural, linguistic and historical bonds and that of the nation-state sees that people, or **nation**, as constituting basis for the government: The source of all **sovereignty** [supreme power in the government] is located essentially in the nation, according to the French *Declaration of the Rights of Man and the Citizen* (1789). However, as Spodek notes, At least since the French Revolution and the industrial revolution, the nation has been the vehicle for the spread of trade networks and capitalism throughout the world (p. 577). Economic unity was a critical advantage for Britain during its industrialization, as we saw in the previous chapter, and the same was to be true later for the United States, Germany, and Japan. Conversely, industrialization also promoted national unification: railroads and the telegraph linked urban and rural areas, mass circulation newspapers promoted a sense of common cultural identity, and economic unity fostered political centralization.

The chapter begins with an inquiry into late 19<sup>th</sup> and early 20<sup>th</sup> century views of urbanization and its problems and proposals for reform, comparing the new industrial cities of the western world to the commercial and administrative centers, such as Singapore, that Europeans built in the colonies. Changing gender roles are also viewed in a global perspective: Europeans, it seems, imposed their beliefs regarding women's rights on their African and Asian colonies, just as they imposed political rule and economic domination. Finally, the chapter looks at various forms of nationalism, as they manifested themselves in the classical linguistic-cultural nationalism of France and the newly unified nation-states of Italy and Germany; in the concept of a multicultural nation formed around a political ideal, as in the United States; in the movement for a Jewish ethnic and religious nation (**Zionism**); and Asian and African movements to resist or escape European domination (Japan).

#### CHAPTER OUTLINE

##### A. New Patterns of Urban Life

1. Government centralization, industrialization, and urbanization
2. The conditions of urbanization: How Do We Know?

- a. Primary documents of the times: Adna Weber and Charles Booth
    - b. SOURCE: Poets of the City: Baudelaire and Whitman
    - c. Critics of the city: Simmel, Spengler and the Chicago School
  - 3. Urban Sprawl — How Do We Know?
  - 4. The non-industrial, non-European city
- B. Gender Relations: Their Significance in an Age of Revolution
  - 1. Gender and history
  - 2. The movement towards equality
    - a. The French revolution and women
      - i. Condorcet and Olympe de Gouges
      - ii. Reaction in the *Code Napoleon*
      - iii. Charles Fourier and feminism
    - b. The 19<sup>th</sup> century
      - i. Mary Wollstonecraft
      - ii. SOURCE: Declaration of Sentiments -- Seneca Falls Convention, July 1848
      - iii. John Stuart Mill (1869)
      - iv. SOURCE: Feminist Frustrations: Living in A Doll s House
    - d. The movement for women s suffrage
      - i. PROFILE: Emmeline Pankhurst
      - ii. Winning the vote
  - 3. Gender relationships and the Industrial Revolution
    - a. Women in factories
    - b. Domesticity
    - c. Socialism and women
  - 4. SPOTLIGHT: Women s Bodies and Reform
  - 5. Gender relationships and colonization
- C. Nationalism: What Do We Know?
  - 1. What is nationalism?
    - a. Ernst Renan, What is a Nation? (1882)
    - b. Nationalism and industrialization
  - 2. French nationalism
  - 3. Nationalism in the United States
  - 4. Nationalism on the periphery of western Europe
    - a. Latin America, Canada, the Balkans
    - b. Positive and negative faces of nationalism
  - 5. Italy and Germany
    - a. Mazzini, Cavour, Garibaldi, and Italian unification (1831-1870)
    - b. Bismarck, Prussia, and German unification (1848-1871)
  - 6. The rise of Zionism in Europe
  - 7. China: 1856-1911
  - 8. Anti-colonial revolts: 1857-1914
- D. Japan: From Isolation to Equality, 1867-1914
  - 1. The end of the Shogunate
    - a. Samurai leaders and modernization
    - b. FOCUS: Fukuzawa Yukichi, Cultural Interpreter
  - 2. Policies of the Meiji government: rich country, strong state
  - 3. Restructuring government
  - 4. Restructuring the economy
  - 5. Urbanization
  - 6. Cultural and Educational change
  - 7. Gender relations
  - 8. War, colonialism, and equality in the family of nations
    - a. The Sino-Japanese War
    - b. The Russo-Japanese War
- E. What Difference Does It Make?

## IDENTIFICATION TERMS

For each term, students should be able to provide an identification or definition, an approximate date, a geographical location (if relevant) and —most important —a concise explanation of its historical significance in the context of the chapter. Terms that appear in the *Study Guide* are listed in **bold** font in the first column.

<b>Fukuzawa Yukichi</b>	Max Weber	Blood and Iron
<b>family wage</b>	Walt Whitman	Zionism
<b>Jakob and Wilhelm Grimm</b>	Oswald Spengler	Eurocentricity
<b><i>The Subjection of Women</i></b>	Olympe de Gouges	Choshu and Satsuma
<b>Theodore Herzl</b>	Seneca Falls Convention	Eastern Ethics, Western Science
<b>Charter Oath of 1868</b>	<i>A Doll's House</i>	Meiji Restoration
<b>Indian National Congress</b>	Mary Wollstonecraft	<i>daimyo</i>
<b>garden city movement</b>	<i>sati</i>	Yamagata Aritomo
<b>Young Italy</b>	foot-binding	Russo-Japanese War
<b>Emmeline Pankhurst</b>	<i>What is a Nation?</i>	<i>Low City, High City</i>
Adna Ferrin Weber	Giuseppe Mazzini	Charles Baudelaire
<i>Life and Labour of the People in London</i>	Camillo Cavour	public sphere
metropolis	poverty line	feminism
urban sprawl	cosmopolitan	domesticity

## LEARNING OBJECTIVES

After reading and studying Chapter 17, students should be able to:

1. Explain the characteristics of industrial urban growth and understand the critiques of later 19<sup>th</sup> and early 20<sup>th</sup> century commentators on urbanization.
2. Understand the concept of gender and explain how and why the political and industrial revolutions and western imperialism were gendered events.
3. Define nationalism and compare the different forms it assumed in Europe, the United States, China, Japan and other places in the non-western world.
4. Explain the difference between traditional and proto-nationalist responses to western imperialism in Africa and Asia, and give examples of each.
5. Compare and contrast the origins, process, and consequences of the unification of Italy and Germany, with particular reference to the respective roles of industrialization, nationalism and warfare in each case.
6. Compare and contrast the responses of China (Chapter 16) and Japan to the threat of western imperialism and explain the reasons for their differences.

## SUGGESTIONS FOR LECTURE TOPICS

1. Explain the process of urbanization and its stages, using the various commentaries and documents in the chapter as evidence and examples.
2. Discuss the emergence of the new discipline of sociology and how it was used by Booth, Max Weber and others to study urbanization.
3. Explain the concept of gender and discuss the gendered nature of the political, economic and social revolutions reviewed in Part 7 of the text.
4. Explain the term nationalism and describe its different manifestations around the globe in the 19<sup>th</sup> century. Discuss its role as a social effect of the political and economic revolutions in the west and its role as a response to imperialism in Africa, Asia and the Middle East (differentiating between non-nationalist, traditional opposition to imperialism and proto-nationalist movements).
5. Compare the unification of Italy and Germany and the respective role of nationalism in each.
6. Compare the responses of China and Japan to western imperialism and the role of nationalism in each.

## TOPICS FOR ESSAYS AND CLASS DISCUSSIONS

1. Define nationalism. How can we explain the different forms nationalism assumed in different countries? (Cite specific examples.)

2. Discuss the development of feminism and the movement for women's rights as a product of the Dual Revolution, (i.e., the political and industrial revolutions of the 18<sup>th</sup> and 19<sup>th</sup> centuries). In what specific ways did both the French Revolution and subsequent democratic political movements and the Industrial Revolution encourage demands for equal rights for women?
3. Compare the development of nation-states in North America, Italy and Germany during the 19<sup>th</sup> century. In what respects were these developments similar? How were they different? How would you account for the differences?
4. What is gender? How does it differ from sex? What does it mean when we say a historical event or development is gendered? Give specific examples from the text.
5. Debate: Spodek states in the text that, Nationalism has always had two faces. On the whole, has nationalism proven a beneficial or destructive force in world history. Give examples from this chapter and your own historical knowledge to support your points.
6. Group work: Compare the specific arguments and general attitudes regarding urbanization of American commentators such as Walt Whitman, Adna Ferrin Weber and the members of the Chicago School with those of Europeans such as Charles Baudelaire, Charles Booth, Max Weber and Oswald Spengler. In what respects did they differ? How might one account for those differences?
7. Group work: Compare the arguments for women's rights, as put forward by specific French, British, Norwegian, and American women's advocates, c. 1790-1890. In what ways did they reflect specific political, social, religious and economic developments in their own countries?
8. Why was Japan able to confront western imperialism so successfully and transform its society so quickly, as compared with China? What specific factors may have set Japan apart from other nations in Asia and Africa? Support your answer with specific evidence from Japanese writers, documents and illustrations in the text.
9. Current events and issues: What specific aspects of urbanization and its side effects are exemplified by the illustrations on pp. 558, 559, 561, and 569? Explain your answer with direct reference to the photographs. Would these examples (and some of the critiques referred to at the beginning of the chapter) still be valid today? Why or why not?
10. Map exercise: Viewing the several maps of Europe in Chapters 16 and 17, can you detect any clues as to why the governments of Piedmont and Prussia became the respective unifying forces in Italy and Germany?

### TEXT RESOURCES (Spodek, 2<sup>nd</sup> ed.)

Timetables, charts and graphs:	Women's Emancipation, 1790-1828	(p. 566)
	The Meiji Restoration and Industrialization in Japan	(p. 584)
	Russo-Japanese War, 1904-5: Key Events	(p. 589)
Large photographs or illustrations:	Paris, a Rainy Day by Gustave Caillebotte	(p. 559)
	Guaranty Building, Buffalo, New York	(p. 560)
	The Great Procession, 1910 [London]	(p. 569)
	Advertising throwaway from the Mitsui dry-goods store	(p. 586)
Maps:	Town and environs of Singapore, 1839	(p. 565)
	European empires in 1914	(p. 576)
	The expansion and modernization of Japan	(p. 587)
	The unification of Germany and Italy	(p. 579)
SPOTLIGHT:	Women's Bodies and Reform	(pp. 572-3)
PROFILE:	Emmeline Pankhurst	(p. 570)
FOCUS: 583)	Fukuzawa Yukichi: Cultural Interpreter	(p.
SOURCES:	Poets of the City: Baudelaire and Whitman	(pp. 562-3)

- Declaration of Sentiments from the Seneca Falls Convention, July 1848 (p. 567)  
 Feminist Frustrations: Living in *A Doll's House* [Ibsen] (p. 568)

**ADDITIONAL PRIMARY SOURCES (*Documents Set & www.prenhall.com/Spodek*)**

- 17-1 Mary Wollstonecraft: reason and an altered view of women [from *A Vindication of the Rights of Women*]  
 17-2 The Irish Potato Famine: the lingering wound  
 17-3 Giuseppe Mazzini: global rebirth through *Risorgimento*  
 17-4 Napoleon the Little : a revised agenda for Bonapartism  
 17-5 Confronting the abyss: Jack London in Ripper Country [from *The People of the Abyss*]  
 17-6 Wollstonecraft's torch: Emmeline Pankhurst and militant Suffragism [from *My Own Story*]  
 www Breen the gunman: a blurred line [from Dan Breen, *My Fight for Irish Freedom*]

**AUDIO-VISUAL RESOURCES (videos, DVDs, CD-ROM, and websites)**

***Industrialization and Urbanization from 1870-1910: 1996.* [video; 35 minutes, color and B&W]**

This short film deals mainly with urbanization and its problems in the United States.

***Karl Marx and Marxism: Films for the Humanities & Sciences.* [video; 52 minutes, color]**

This film reviews Marx's life, explores the origins and tenets of Marxian socialism in 19<sup>th</sup> century Europe, and discusses the later application — or misapplication — of Marx's ideas in the Soviet Union.

***Six Generations of Suffragettes — The Women's Rights Movement: Films for the Humanities & Sciences.***

**[video; 15 minutes, color]** Traces the efforts of the women of the Stanton family in the struggle for gender equality, starting with Elizabeth Cady Stanton and concluding with her great-great-great-granddaughter, Elizabeth Jenkins-Sahlen.

***Womens Suffrage:* <http://history.rochester.edu/class/suffrage/homehtm> [website]**

This site provides a survey of the history of the Woman's Suffrage movement in the United States. Includes information on the Seneca Falls Convention, Susan B. Anthony, Elizabeth Cady Stanton and anti-suffragist opponents.