

## Daily Lecture and Discussion Notes

### Chapter 20, Section 1



**Did You Know?** After selling his Carnegie Steel Company for \$250 million in 1901, steel magnate Andrew Carnegie devoted himself to philanthropy. Ultimately, he set aside about \$350 million for charitable foundations, many of them related to education. In an 1899 article entitled “Wealth,” Carnegie wrote that a “man who dies rich dies disgraced.”

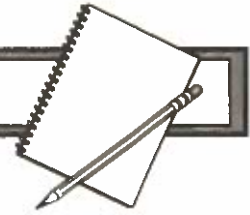
#### I. The Second Industrial Revolution (pages 615–618)

- A. Westerners in the 1800s worshiped progress due to the amazing material growth from the Second Industrial Revolution. Steel, chemicals, electricity, and oil were the new industrial frontiers.
- B. Between 1870 and 1914 steel replaced iron. New methods for shaping steel made it possible to build lighter, smaller, and faster machines, engines, railroads, and more. By 1913 Great Britain, France, Belgium, and Germany were producing an astounding 32 million tons of steel a year.
- C. The new energy form of electricity was quite valuable because it was convertible into heat, light, or motion. By 1910 hydroelectric power stations and coal-fired steam generating plants allowed houses and factories to have a single, common power source.
- D. Electricity gave birth to many inventions, such as the light bulb invented by **Thomas Edison** in the United States and **Joseph Swan** in Great Britain. A revolution in communications was ushered in when **Alexander Graham Bell** invented the telephone (1876) and **Guglielmo Marconi** sent the first radio waves across the Atlantic (1901).
- E. By the 1880s streetcars and subways powered by electricity appeared in European cities. Electricity also changed the factory. With electric lights factories never had to stop production.
- F. The development of the internal-combustion engine provided a new power source for transportation and new kinds of transportation—ocean liners, airplanes, and the automobile.
- G. Increased sales of manufactured goods caused industrial production to grow. Wages increased after 1870. Reduced transportation costs caused prices to fall. Urban department stores put many consumer goods up for sale.
- H. Some European countries did not benefit from the Second Industrial Revolution. Great Britain, the **Netherlands**, Belgium, France, and other countries had a high standard of living. **Spain**, **Portugal**, **Russia**, **Austria-Hungary**, the Balkans, and southern Italy were agricultural and much less wealthy. They provided the industrialized nations with food and raw materials.



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- I. There developed a true world economy in Europe. Europeans were receiving goods from all corners of the world. European capital was invested abroad to develop railroads, power plants, and other industrial projects. Europe dominated the world economy by 1900.

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#### Discussion Question

World history saw the emergence of the “global economy” in the 1990s. What is the global economy, and how is it different from the world economy that emerged from the Second Industrial Revolution? (*Answers will vary. Accept relevant, thoughtful answers. One change is the tremendous advances in communication and the exchange of information.*)

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## II. Organizing the Working Classes (pages 618–619)

- A. Industrial workers formed socialist political parties and unions to improve their working conditions. Karl Marx developed the theory they were based on.
- B. In 1848 Karl Marx and Friedrich Engels published *The Communist Manifesto*. They were appalled by industrial working conditions and blamed capitalism. They proposed a new social system. One form of Marxist socialism was eventually called communism (see Chapter 23).
- C. Marx believed world history was a history of class struggle between the oppressing owners of the means of production and the oppressed workers. The oppressors controlled politics and government. Government is an instrument of the ruling class.
- D. Marx believed that society was increasingly dividing between the **bourgeoisie** (middle-class oppressors) and the **proletariat** (working-class oppressed), each hostile to the other. Marx predicted the conflict would result in a revolution in which the proletariat would violently overthrow the bourgeoisie and form a **dictatorship** (a government in which a person or group has absolute power). The revolution would ultimately produce a society without classes and class conflict.
- E. Working-class leaders formed parties based on Marx’s ideas. The German Social Democratic Party (SPD), which emerged in 1875, was the most important. SPD delegates in the parliament worked to pass laws for improving conditions of the working class. The SPD became Germany’s largest party in 1912 when it received four million votes.
- F. Socialist parties emerged in other European states. In 1889 various socialist leaders formed the Second International, an association of socialist groups dedicated to fighting worldwide capitalism. Marxist parties divided over their goals, however. Pure Marxists looked to overthrow capitalism violently. Other Marxists, called **revisionists**, rejected this revolutionary program and argued to work with other parties for reforms. Democratic rights would help workers achieve their goals.



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- G.** Trade unions also worked for evolutionary, not revolutionary, change. In Great Britain in the 1870s unions won the right to strike. Trade union workers used the strike to achieve other reforms.
- H.** By 1900 two million workers were in British trade unions. By 1914 there were four million, and trade unions had made great progress in many European countries toward improving conditions for the workers.

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#### Discussion Question

From what you know of the history of the twentieth century, would you say the revolutionary approach or the revisionist approach did more for industrial workers? (*Answers will vary. Accept relevant, thoughtful answers. Given the horrors that many suffered under revolutionary Communist leaders such as Stalin and Mao, a good case can be made that democratic socialist reform was more effective.*)

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**Did You Know?** After finishing his work on Central Park, Frederick Law Olmstead went on to a highly successful career designing other city parks, including spaces in Detroit, Washington, D.C., and Boston. He was also influential in the 1890 designation of the California mountain region of Yosemite as a permanent national park.

#### I. The New Urban Environment (pages 621–622)

- A. By the end of the nineteenth century, mass society had emerged, and the concerns of the majority—the lower classes—were important. This change coincided with the growth of cities. Between 1800 and 1900 the population in **London** grew from 960,000 to 6,500,000. Urban residents grew from being 40 to 80 percent of Great Britain's population.
- B. Cities grew because of rural migration to the urban centers. Lack of jobs in the country and the improvement of living conditions in the cities led to this rural migration in the second half of the nineteenth century.
- C. Following the advice of urban social reformers, city governments created boards of health to improve the quality of housing. Medical officers and other officials inspected the buildings for public health hazards.
- D. Essential to the public health of the modern European city were clean water and proper sewage systems. A system of dams, reservoirs, aqueducts, and tunnels provided the water. Beginning in the 1860s, heaters made regular hot baths available to many people.
- E. Sewage treatment was improved by massive building of underground pipes that took the waste out of the city. **Frankfurt** (Germany) began its program for sewers with a lengthy public campaign featuring the slogan "from the toilet to the river in half an hour."

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#### Discussion Question

What is the major instrument of mass society and culture now? (*Media. Accept relevant, thoughtful alternative answers.*)

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#### II. Social Structure of Mass Society (pages 622–624)

- A. Even though most people after 1871 enjoyed a rising standard of living, great poverty remained in the West. As well, several middle-class groups existed between the few who were rich and the many who were poor.



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- B.** A wealthy elite made up 5 percent of European society. It controlled up to 40 percent of the wealth. The aristocratic and upper middle class members of the elite were government and military leaders. Marriage sometimes served to unite these two groups.
- C.** The middle class included lawyers, doctors, members of the civil service, engineers, scientists, and others. Beneath this solid middle class was a lower middle class of shopkeepers, secretaries, clerks, and the like.
- D.** The European middle class was identified with certain values, which it preached to others. This was especially true in Victorian England, often considered the model middle-class society. The European middle classes believed in hard work, which was open to everyone and guaranteed to pay off given enough labor. They also were churchgoers concerned with the moral way of doing things, which gave rise to a genre of etiquette books such as *The Habits of Good Society*.
- E.** Next down on the social scale was the working class, which made up 80 percent of the European population. It included skilled artisans, semi-skilled laborers, and unskilled laborers, including day laborers and domestic servants.
- F.** The life of urban workers improved after 1870 due to reforms in the cities, rising wages, and lower prices. Workers could even afford some leisure activities, and strikes were leading to a 10-hour workday and Saturday afternoons off.

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#### Discussion Question

What do you think is the percentage of contemporary American society that is upper class and upper middle class, middle class, and lower class? Do you think the percentages are different for black and white populations? If so, how? (*Answers will vary. Accept relevant, thoughtful answers.*)

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### III. The Experiences of Women (pages 624–626)

- A.** In 1800 family roles mainly defined women. Women were legally inferior to and economically dependent on men.
- B.** The Second Industrial Revolution opened the door to new jobs for women. Many employers hired women as low-paid, white-collar workers. Both industrial plants and retail outlets needed secretaries, clerks, typists, and similar workers.
- C.** Women took jobs in the expanding government services in the fields of education, social work, and health. These jobs were filled mainly by working-class women aspiring to an improved life.



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- D.** Throughout the 1800s marriage was the only honorable and available career for most women. However, the number of children born to women declined as the century progressed—the most significant development in the modern family. The birthrate declined because economic conditions improved and people were using more birth control. Europe’s first birth control clinic opened in Amsterdam in 1882.
- E.** The middle-class family fostered an ideal of togetherness. The Victorians created the family Christmas. By the 1850s, Fourth of July celebrations in the United States had changed from wild celebrations to family picnics. Many middle-class women had more time for leisure and domestic duties.
- F.** Working-class women had to work to keep their families going. By age nine or ten, childhood was over for working-class children. They had to go to work doing odd jobs or become apprentices.
- G.** By the early twentieth century, some working class mothers could afford to stay at home due to rising wages in heavy industry. Simultaneously, working-class families aspired to buy new consumer products such as sewing machines.
- H.** Modern **feminism**, the movement for women’s rights, began during the Enlightenment. The movement in the 1800s began with a fight for the right of women to own property.
- I.** Women sought access to universities and traditionally male fields of employment as well. For example, the German **Amalie Sieveking** entered the medical field by becoming a nurse. She founded the Female Association for the Care of the Poor and Sick. The efforts of **Florence Nightingale** during the Crimean War and of **Clara Barton** during the U.S. Civil War transformed nursing into a profession of trained, middle-class “women in white.”
- J.** In the 1840s and 1850s women began to demand equal political rights, such as the right to vote. The British women’s movement was the most active in Europe. In 1903 **Emmeline Pankhurst** and her daughters founded the Women’s Social and Political Union. Its members chained themselves to lampposts, pelted politicians with eggs, and smashed the windows of fashionable department stores to call attention to their cause. Suffragists—people who wanted the vote extended to all adults—believed in the right of women to full citizenship in the nation-state.
- K.** Before World War I, only in Norway and some states in the United States did women receive the right to vote. The upheavals after World War I finally made the male-dominated governments in the West give in on this issue.



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#### Discussion Question

Why would the birth rate have declined as economic conditions improved? (*One reason is that people would not need more children to work to support the family.*)

#### IV. Universal Education (pages 626–627)

- A. Universal education was a product of the mass society of the late nineteenth and early twentieth centuries. Before then, education was primarily for the wealthy and upper middle class.
- B. Between 1870 and 1914 most Western governments began to set up state-sponsored primary schools. Boys and girls between the ages of 6 and 12 were required to attend. States trained the teachers. The first female colleges were really teacher-training institutes.
- C. One reason Western states made this commitment to public education was industrialization. The firms of the Second Industrial Revolution needed skilled, knowledgeable labor. Boys and girls of the working class could aspire to fields previously not accessible to them, such as teaching and white-collar government jobs, if they had an elementary education.
- D. The chief motive for public education was political. Extending the right to vote called for a better-educated public. Further, primary schools instilled patriotism. People were losing their ties to region and even religion, and nationalism gave them a new faith.
- E. Compulsory education created a demand for teachers, most of whom were women since the job appeared to be an extension of the “natural role” of female nurturing. Having women staff the schools made it possible for the states to pay lower salaries, which budget-minded governments welcomed.
- F. The increased education increased literacy, or the ability to read. Where there was universal schooling, by 1900 most adults could read. In countries like Serbia and Russia, where there was no universal schooling, almost 80 percent of adults could not read in 1900.
- G. Increased literacy helped spread newspapers. In London, for example, millions of copies were sold each day. Often they were sensationalistic, with gossip and gruesome stories of crime.



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#### Discussion Question

What would life be like if you could not read? (*Answers will vary. Accept relevant, thoughtful answers. Try to get students to step out of their shoes and walk in the shoes of a person who is illiterate.*)

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#### V. New Forms of Leisure (page 628)

- A. The Second Industrial Revolution allowed people to pursue more leisure activities. These entertained people and distracted them from the realities of their work lives.
- B. The industrial system gave people time like evenings and weekends to pursue fun after work. Amusement parks gave people new experiences and showed them new technology. Team sports developed, and public transportation allowed the working class to attend games and other leisure venues.
- C. The new mass leisure differed from earlier popular culture. Earlier festivals and fairs had depended on community participation. The new forms of leisure were standardized for more passive audiences. Amusement parks and sports were essentially big business to make profits.

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#### Discussion Question

What are the contemporary signs that professional sports are mainly about big business and making profits? (*Stadiums now routinely carry corporate names, teams sell sky boxes and seat licenses, making more and more of the seats affordable only to business and the wealthy, and ticket prices in general have skyrocketed.*)

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**Did You Know?** Louis-Napoleon's military advisers convinced him that the French army would win the Franco-Prussian War in large part because of two technical innovations: the *chassepot* rifle and the newly invented *mitrailleuse*, an early machine gun. In actuality, Germany's more numerous and organized forces outweighed the benefits of these innovations.

#### I. Western Europe and Political Democracy (pages 629–631)

- A. As a result of the massacre of peaceful petitioners in 1905, Czar Nicholas of Russia faced a revolution. Elsewhere, many people were loyal to their nation-states.
- B. By the late nineteenth century, progress had been made in establishing constitutions, parliaments, and individual liberties in the main European states. As more people won the vote, political parties needed to create larger organizations and find ways to appeal to the masses.
- C. In Great Britain, its two parties—the Liberals and Conservatives—competed with each other in passing laws that expanded the right to vote. By 1918 all males over 21 and women over 30 could vote.
- D. Political democracy was fairly well established in Britain by the beginning of the twentieth century. Social reforms for the working class, who followed the Liberals, soon followed. The growth of trade unions, which pursued increasingly radical goals, and the emergence of the new Labour Party made the Liberals fear they would lose the support of the working class.
- E. To retain the support of the workers, the Liberals enacted social reforms like benefits for workers in case of sickness, unemployment, or injury on the job.
- F. In France the collapse of Louis-Napoleon's Second Empire left the country in confusion. In 1875 a new constitution created a French republic—the Third Republic. The new republic had a president and a two-house legislature, the upper house (Senate) being elected indirectly and the lower house (Chamber of Deputies) being elected by universal male suffrage.
- G. A premier (prime minister) actually ran the new French state. The premier and his ministers were responsible to the Chamber of Deputies. This principle of **ministerial responsibility**—the idea that the prime minister is responsible to the popularly elected legislative body and not the chief executive—is crucial for democracy.
- H. France failed to develop a strong parliamentary system because it had a dozen political parties. Nonetheless, most French people were loyal to the Third Republic.



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- I. Italy emerged as a nation by 1870, but it had little unity because of a great gulf that separated the poor, agricultural south from the rich, industrial north. The unity of the nation was torn by turmoil between labor and industry. Universal male suffrage was granted in 1912 but did little to stop corruption and weakness in the government.

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#### Discussion Question

Besides the ones mentioned above, what other gains did workers win in the nineteenth and twentieth centuries? (*Some other gains were the eight-hour workday, general health insurance, increased occupational safety regulations, the right of collective bargaining, and pension plans.*)

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## II. Central and Eastern Europe: The Old Order (pages 631–632)

- A. Germany, Austria-Hungary, and Russia pursued policies different from other European nations.
- B. In Germany, the constitution of the government begun by **Otto von Bismarck** in 1871 provided for a two-house legislature. The lower house was the Reichstag, which was elected on the basis of universal male suffrage. Government ministers reported to the emperor, not to the legislature, however.
- C. The emperor also controlled the armed forces, the government bureaucracy, and foreign policy. As chancellor (prime minister), Bismarck worked against democracy. By the time of **William II** (1888–1918) and the expansion of Germany's industry, cities grew and cries for democracy increased.
- D. Conservatives—landowning nobility and big industrialists—tried to stifle the demands for democracy by supporting a strong foreign policy, thinking that expansion abroad would not only increase profits but would also distract people from making democratic demands.
- E. Austria enacted a constitution after the creation of Austria-Hungary in 1867, but in fact the emperor, **Francis Joseph**, ignored the parliamentary system. He appointed and dismissed his own ministers and enacted laws when parliament was not in session.
- F. Austria was troubled by disputes among the nationalities under its rule—for example, the Germans, Czechs, Poles, and other Slavic groups. These groups agitated for their own freedom.
- G. Hungary had a parliament that worked. It was controlled by Magyar landowners who dominated the peasants and various ethnic groups.



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- H.** Nicholas II began his rule in Russia in 1894. He believed in the absolute power of the czars, but conditions were changing. By 1900 industrialization was beginning to take off in Russia. It was the world's fourth largest producer of steel.
- I.** Industrialization brought the creation of an industrial working class and pitiful living conditions for most of its members. Socialist parties developed, and government repression forced them underground. Revolution broke out in 1905.
- J.** In 1905 a massive procession of workers went to the Winter Palace in **St. Petersburg** to present a petition of grievances to the czar. Troops opened fire and killed hundreds of demonstrators. This "Bloody Sunday" caused workers in Russia to call strikes. Nicholas II granted civil liberties and created a legislative assembly, the **Duma**. Within a few years, however, he again controlled Russia through the army and bureaucracy.

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#### Discussion Question

Why did the industrial working class often live in such miserable conditions? (*Answers will vary. Accept relevant, thoughtful answers. Three good contributions are the greed of the industrialists, the laissez-faire approach to capitalism, and the fact that workers for some time were not well organized.*)

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### III. The United States and Canada (page 633)

- A.** Between 1870 and 1914 the United States became an industrial power with a foreign empire.
- B.** The old South was destroyed in the American Civil War. One-fifth of the adult white male population had been killed, and four million African American slaves were freed. A series of amendments granted African Americans rights, but state laws took these rights away. White supremacy was in power by 1880.
- C.** Between 1860 and 1914 the United States shifted from an agrarian to an industrial society. Industrialization led to urbanization. Over 40 percent of the population lived in cities in 1900. By 1900 the United States was the world's richest nation.
- D.** Problems remained. 9 percent of the population owned 71 percent of the wealth. Workers organized unions due to unsafe working conditions and regular cycles of unemployment. By 1900 the American Federation of Labor was labor's chief voice, but only 8.4 percent of workers were members.



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- E.** The United States began to expand abroad by the end of the nineteenth century, for example in the Pacific Samoan and Hawaiian Islands. Sugar was a lucrative crop from Hawaii. Americans sought to gain political control in Hawaii. When **Queen Liliuokalani** tried to retain control of her kingdom, the U.S. government sent troops and deposed her, annexing Hawaii.
- F.** In 1898 the United States defeated Spain in the Spanish-American War, gaining Puerto Rico, Guam, and the Philippines. By 1900 the United States had an empire.
- G.** In 1870 the Dominion of Canada had four provinces. Unity was hard to achieve because of distrust between the English and French-speaking peoples. Under the first French Canadian prime minister, **Wilfred Laurier**, the groups reconciled, industry boomed, and European immigrants populated Canada's vast territories.

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#### Discussion Question

At the end of the nineteenth century in the United States, 9 percent of the population controlled 71 percent of the wealth. Many people argue that such a condition is fundamentally unjust. Is it? (*Answers will vary. Accept relevant, thoughtful answers. Debate likely will center on the freedom under capitalism to pursue wealth, presumably open to all, and the idea that people are responsible for their economic condition.*)

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#### IV. International Rivalries (pages 633–634)

- A.** Bismarck formed the Triple Alliance with Austria-Hungary and Italy in 1882. It was a defensive alliance against France, whom Bismarck feared was making anti-German alliances with other nations. In 1890 William II fired Bismarck and pursued a foreign policy of enhancing Germany's power.
- B.** William II dropped Germany's treaty with Russia. In 1894 France and Russia made an alliance. Great Britain joined with France and Russia in what was known as the Triple Entente. Europe was now divided into two uncompromising camps. Events in the Balkans moved the world toward war.

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#### Discussion Question

What development led to Germany's emergence as a powerful state and what balance did this upset? (*Germany had become the strongest military and industrial power in continental Europe. Emperor William II began policies to increase German power and this upset the balance of power created by the Congress of Vienna in 1815.*)

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#### V. Crises in the Balkans (page 634)

- A. Balkan provinces of the Ottoman Empire had gradually gained independence over the nineteenth century. Greece, Romania, Serbia, and Montenegro were independent by 1878. Bosnia and Herzegovina were annexed by Austria-Hungary in 1908.
- B. The Serbs opposed the annexation because they wanted to subsume Bosnia and Herzegovina to create a large, Slavic nation. Russia supported the Serbians in this effort. William II demanded Russia acknowledge Austria-Hungary's claim. The result would be war if Russia did not.
- C. Allies of Austria-Hungary and of Russia were determined to support the countries on their sides. In 1914 each side viewed the other with suspicion and hostility.

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#### Discussion Question

Use the classroom library to research the conflict in Bosnia in the 1990s. Who was involved, and what was the conflict? (*There was an ethnic, religious conflict between the Serbians and Croatsians.*)

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**Did You Know?** Vincent van Gogh was an unknown artist when he committed suicide in 1890. During his life his canvases were hung in only two galleries, and only one article was written about him. In 1993 van Gogh's painting *Wheat Field with Cypresses* sold for \$57 million.

#### I. A New Physics (pages 636–637)

- A. Before 1914 the Enlightenment ideals of reason, science, and progress remained important to many Europeans.
- B. Science was a chief pillar of the West's optimism about the future. Many believed science could yield a complete picture of reality. One basis of this belief was the belief in the Newtonian, mechanical conception of the universe. In this conception, everything ran in a machine-like, orderly fashion through knowable laws of causality acting on the basic constituents of the material world, atoms.
- C. The French scientist **Marie Curie** discovered radium, an element that gave off energy. It appeared that atoms were worlds in themselves, not just hard material bodies.
- D. In 1905 the German-born physicist **Albert Einstein** provided a new picture of the universe. His special theory of relativity stated that space and time are not absolute but are relative to the observer.
- E. Matter and energy reflect the relativity of space and time. Matter was now believed to be energy, an idea that led to understanding the energies within atoms and to the Atomic Age.
- F. To some, Einstein's relative universe took the certainty out of the mechanical, Newtonian universe.

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#### Discussion Question

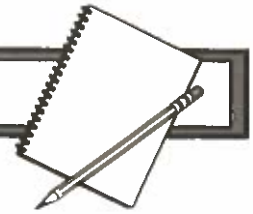
The new physics led to the development of nuclear weapons. The United States dropped two atomic bombs on Japan, killing hundreds of thousands and ending World War II. Was it moral for America to end the war in that fashion? Why or why not? (*Answers will vary. Accept relevant, thoughtful answers. The issues of saving thousands of Allied soldiers' lives and of killing non-combatants in war would make good contributions to the discussion.*)

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#### II. Freud and Psychoanalysis (page 637)

- A. At the turn of the century, a doctor from Vienna named **Sigmund Freud** proposed groundbreaking theories about the human mind and human nature. These added to the uncertainty of the era.
- B. Freud argued that human behavior is strongly influenced by past experiences and internal forces that people for the most part are not aware of. Painful experiences were repressed and then they influenced people's actions without their knowledge. Repression began in childhood.
- C. To help rid people of these repressed unconscious forces, Freud proposed a method called **psychoanalysis**. Patient and therapist probe deep into the patient's psyche through free association, talking, and dream analysis to go back to childhood and confront the painful experiences to unlock the repression.
- D. The patient's gaining control of the painful experience and being released from the unconscious control of the repression led to healing. Freud's work gave us such concepts as *the unconscious* and *repression*, and eventually led to a major new profession—psychological therapy.

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#### Discussion Question

Based on your own experiences or from people you know, does psychological therapy on balance help people? (*Answers will vary. Accept relevant, thoughtful answers.*)

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#### III. Social Darwinism and Racism (page 638)

- A. Sometimes scientific theories were misapplied. One example is social Darwinism. Racists and nationalists misapplied Darwin's ideas to human society.
- B. Herbert Spencer of Britain was the most popular social Darwinist. He argued that social progress comes from the struggle for survival. Some businessmen adopted this view to explain their success, saying the poor were just weak and lazy.
- C. Extreme nationalists said that nations were in a Darwinian struggle for survival. The German general Friedrich von Bernhardi said that war was a biological necessity for society to rid it of the weak and unfit.
- D. The combination of extreme nationalism and racism that came out of social Darwinism was most evident in Germany. Houston Stewart Chamberlain, a Briton who became a German citizen, argued that Germans were the only pure successors of the Aryans, the supposed original creators of Western culture, and that Jews were the enemy of the Aryan race.



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#### Discussion Question

Consider the rhetoric of contemporary white supremacist groups. Does it have social Darwinist elements in it? (*Answers will vary. Accept relevant, thoughtful answers. Much of this rhetoric does have social Darwinist elements, for example the emphasis on a purifying struggle.*)

#### IV. Anti-Semitism and Zionism (pages 638–639)

- A. Anti-Semitism is hostility and discrimination against Jews and a significant feature of modern European history. Since the Middle Ages, Jews had been portrayed as the murderers of Christ, subjected to mob violence, and had had their rights restricted.
- B. In the nineteenth century, Jews had increasingly assumed positions within mainstream European society. The Dreyfus affair in France showed that these gains were tenuous.
- C. Alfred Dreyfus, a Jewish captain in the French army, was accused of selling military secrets. He was sentenced to life imprisonment even though evidence showed his innocence and pointed to the guilt of a Catholic officer. Public outrage finally resulted in a new trial and pardon for Dreyfus.
- D. During the 1880s and 1890s, anti-Semitic political parties sprang up in Germany and Austria-Hungary. The worst treatment was in eastern Europe, where 72 percent of the world Jewish population lived. In Russia, for example, there were organized persecutions and massacres called **pogroms**.
- E. To escape persecution, hundreds of thousands of Jews emigrated to the United States and Palestine, where Zionists headed by Theodor Herzl wanted to establish a Jewish homeland and state. That desire remained a dream in the early 1900s.

#### Discussion Question

Many people explain phenomena like anti-Semitism in part by saying it expresses a fear of the unfamiliar. How do you feel when you are first around a different religion, ethnic group, etc.? (*Answers will vary. Accept relevant, thoughtful answers.*)

#### V. The Culture of Modernity (pages 639–641)

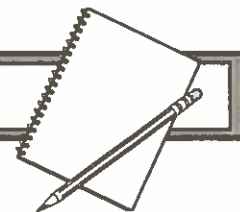
- A. Between 1870 and 1914 many artists and writers rebelled against traditional artistic and literary styles, creating an aesthetic called **modernism**.
- B. Nineteenth-century literature had been dominated by naturalism. Writers such as Henrik Ibsen and Émile Zola depicted social conditions and grappled with social issues, such as alcoholism and urban poverty.





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- C.** At the beginning of the twentieth century, a group of writers known as the **symbolists** caused a literary revolution by arguing that art should be about the inner life of people and should serve only art, not social progress.
- D.** This period was one of the most productive in the history of art. Impressionism was a movement begun in **France** in the 1870s, most importantly by **Claude Monet**. Impressionists left the studio and painted outdoors, hoping to capture the light that illuminated objects, rather than the objects themselves.
- E.** Postimpressionism arose in France and Europe in the 1880s. Vincent van Gogh was a famous Postimpressionist. For him, art was a spiritual experience. He believed color was its own kind of language.
- F.** By the twentieth century the idea that the point of art was to accurately depict the world had lost much of its meaning. This job was given to the emerging genre of photography. Photography was widespread after George Eastman created his first Kodak camera in 1888. Now anyone could capture reality.
- G.** Artists came to see their strength was in creating reality, not mirroring it as the camera did. These artists found meaning in individual consciousness and created modern art.
- H.** One of the most famous figures in modern art was the Spaniard **Pablo Picasso**. He began his career by 1905. He created a new style, called cubism, that used geometric designs to recreate reality. He painted objects from many different views at once. In 1910 abstract painting began with Wassily Kandinsky, who sought to avoid visual reality entirely.
- I.** Modernism in architecture gave rise to functionalism—buildings were like products of machines in that they should be useful. In the United States, the Chicago School architect Louis H. Sullivan designed skyscrapers with hardly any external ornamentation. Frank Lloyd Wright was one of Sullivan’s most successful pupils. He pioneered the modern American house.
- J.** Developments in music in the early twentieth century paralleled those in painting. The Russian Igor Stravinsky’s *The Rite of Spring* revolutionized classical music. The audience at its 1913 Paris premiere almost rioted because it was so outraged by the piece’s novel sounds and rhythms.

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#### Discussion Question

How does cubism differ from the High Renaissance style of painting? (*The High Renaissance used a single perspective to convey objective reality. Cubism depicted beings from many angles to show the many subjective views one could have of them.*)

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