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## **Anglo-Saxon Culture and Civilization**

LMD 2

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## Preface

This Pedagogical handout has been carefully crafted to meet the explorative and educative needs of Second year LMD students following the official curriculum of the Anglo-Saxon Culture and Civilization module at the the Department of English, University of Tlemcen.

After gaining introductory knowledge about Anglo-Saxon civilization during the first year of their University studies, second year students of English will find deeper assistance within this document that was intentionally designed based on a rich combination of scholarly resources. At its core, this pedagogical support enables students to delve deeper into the chronological growth of both British and American civilizations.

Our journey begins by tracing the roots of British civilization in the first part of the booklet that explores the development of this nation starting from the Age of Enlightenment and moving forward to cover the more complex folds of British Industrial Revolution, including its main causes; traits, and consequences. Next comes the lecture of the chartist movement, serving as a sequel to the previous lecture and enlightening students' minds upon the darker sides of the first wave of industrialization experienced in Great Britain. Moving further in the curriculum, this handout introduces students to the multifaceted Victorian life by covering the era's complexities and dichotomist realities in a simplified and illustrated manner. Finally, students will have a deeper insight on British Imperialism in India where they are to be instructed on the way in which exemplary historical texts are analysed.

Turning attention to American civilization, second semester lectures are to be strictly focused on American history and culture starting from the American war of independence. We then move forward to cover different aspects of the American thirst for westward expansion and the dark sides of slavery and the civil war. At the end of lectures dedicated to the second semester,

students will be provided with a focused and detailed account of American governmental system and the gradual formation of the nation's government.

It should be noted that throughout these lectures, numerous debates are to be posed with the focal purpose of boosting students' ability to think critically and analyse socio-political and cultural situations in different contexts and from different perspectives. In opposition to the generally held idea about studying a nation's civilization, this handout does not focus on the memorization of dates or blind rehearsal of historical events. On the contrary, the basic and focal aim behind the creation of this booklet specifically, and the teaching of Anglo-Saxon Culture and Civilization modules generally, is to train students mind on correct methods of historical and socio-political criticism while saving them from being passive receivers of pieces of information. By following this method, students would be more actively involved into the classroom and their fears of the module as one basically based on memorization would be gradually eradicated.



## **Course Objectives**

The course of Anglo-Saxon Culture and Civilization aims at assisting students and providing them with the necessary knowledge about the cultural, political, and historical background of the target language. Our main objectives for this course include:

- Understanding the Age of Enlightenment as a turning point in British thought and eco-political position.
- Understanding key aspects of Anglo-Saxon society, including its social structure, customs, and values.
- Exploring the influence of British power and culture on world politics.
- Encourage debates and discussions on the legacy of British culture in contemporary society and the impact of Victorian Britain on the world, both past and present.
- Tracing the development of the American nation starting from the American war of independence until the building of a free united government.
- Analysing the impact of internal conflict on the geography and politics of America.

## **Skills to be Fostered**

Along with the basic objective of introducing L2 students of English to the culture and development of British and American society and politics, this course aims at boosting the students' critical thinking and writing skills. Basically, it wishes to:

- Develop oral and written communication skills through presentations and essays on selected topics on British and American civilization.
- Foster critical thinking by analysing historical sources and interpreting their implications for understanding British and American life.



**SEMESTER ONE**  
**GREAT BRITAIN FROM THE**  
**ENLIGHTENMENT TO THE EMPIRE**

## **Lecture One: The Age of the Enlightenment**

### **1. Enlightenment Defined**

In his essay titled « an answer to the question ‘What is Enlightenment?’”, Immanuel Kant asserts that the motto of enlightenment “is therefore: Sapere aude! [Dare to be wise] Have courage to use your own understanding!” (Kant 54).

Despite the fact that finding one single definition for enlightenment remains an actual challenge due to the different origins, nations, disciplines, and thoughts of enlightenment thinkers around Europe, there is still a set of philosophical, political, scientific, and even social codes upon which enlightenment thinkers agree. The Enlightenment, also known as The Age of Reason, was a philosophical and cultural movement that dominated Western European thought during the 18<sup>th</sup> century. At its core, enlightenment supports ideas of democracy and freedom against biases (Chisik ix). Mostly, enlightenment thinkers supported inclusiveness against exclusiveness and binary oppositions. They defended the idea that all human beings are born with equal needs, thus, they all deserve equal treatment and full rights. In addition to that, Enlightenment thinkers advertised the view that natural progression of society in all fields and throughout times could only be achieved by means of using human reason, benevolence, and rationality (Russel 159). The preceding scientific revolution that took place in Europe convinced many European thinkers that reason is the most powerful tool that human beings can use to achieve truth, study human nature, and solve all human problems. Philosophers of the Enlightenment started to convince people that truth could only be achieved through Empirical investigation and deductive reasoning.

### **2. Origins of the Enlightenment**

Little consensus is available concerning specific dates of the movement, however, most researchers and historians agreed that the enlightenment lasted from the 1680s until the beginning of 1800s. In the same vein, some philosophers are of the opinion that René Descartes’ epistemology, his rejection of outer authority in favor of inner certainty, and the “formulation of

his method of doubt” (Berlin 6) stands as actual beginnings to the enlightenment. Descartes’ *cogito ergo sum* “I think, therefore I am” (1637), is considered as an iconic reflections on the way in which enlightenment thought altered epistemological bases. Along with Descartes, the ideas of Francis Bacon paved the way for the major thoughts of the Enlightenment. Known as the founder of the empiricist strain, Bacon advocated empirical observation and experimentation as the sole bases for the new sciences (Donway 2017). For this reason, Bacon is mostly known as a man of enlightenment who predated enlightenment itself. In addition to Descartes and Bacon, historians have also listed numerous historical movements as wellsprings of enlightened thought. These mostly include:

- **Renaissance:** Renaissance thinkers set the stage for the enlightenment through forcing a serious shift from a medieval worldview towards a modern one. Philosophers of that era renewed the interest in classical Roman and Greek arts, architecture, and humanism, leading to intellectual development and the celebration of ideals of reason and critical thinking in all fields including human nature and society (Hotle iii).
- **Reformation:** As its name denotes, Reformation, led by Protestants in Europe, stood as a powerful weapon that shook the authority of the Catholic Church in Europe. It granted total power to individual human consciousness by questioning absolute exclusive religious codes (Irvin viii).
- **Scientific Revolution:** during the sixteenth and seventeenth centuries, people’s perception of the natural world changed drastically. Scientists discovered new truths about natural life by using experimentation, logic, reason, and observation.

Newton’s influence was the strongest single factor. Isaiah Berlin notes that “Newton had performed the unprecedented task of explaining the material world... to determine the properties and behavior of every particle of every material

body in the universe” (Berlin, 5). As a result, thinkers started to conclude that reason and logic could also be used in understanding the human mind, human relations, social, religious, and political life.

### 3. Major Enlightenment Thinkers and their thoughts:

Numerous philosophers contributed to building the enlightenment heritage around Europe, most of them coming from French origins. Hourly History discusses major names in a chapter entitled “The Great Thinkers of the Enlightenment” as part of the book *Age of the Enlightenment: A History from Beginning to the End* (2017). Along with their names, the book discusses major thoughts of each philosopher in a manner that provides a collective reflection on the movement’s main ideals. In a time when Paris served as a cradle for intellectual activity, the “philosophes” expressed their enlightenment ideas, despite repeated warnings from counter groups (6-7).

- ✓ **Jean Jacque Rousseau:** in his writings, especially *The Social Contract*, he challenged the long living idea that the king has a God-given right to rule his people. He also questioned the King’s absolute power. Rousseau argued that democracy was the best form of government. It would defend individual rights and assure prosperity for all people. Rousseau also asserted that People should choose how to be ruled. He opposed absolute monarchs and titles of nobility because of his belief that all people are born equal.
  
- ✓ **Baron de Montesquieu (1689-1755):** The author of *Spirit of the Laws* (1748). He came up with the idea of the Separation of Powers to create balance in powers within any given government. Montesquieu proposed that a government should be divided into three parts: one that makes laws (legislative), one that enforces them

(executive), and a third one, which interprets these laws (judiciary). This division of powers assures that each part will keep the others in check.

- ✓ **Voltaire (1694-1778):** Born Francois Marie Arouet: Voltaire wrote against superstition in church and against religious intolerance. Despite being censured, jailed many times, and exiled out of France, he kept spreading his ideas and insisting on freedom of speech and the separation of state and church. He strongly insisted on the idea that every person has the right to liberty. One of his most famous quotes related to freedom of speech is, "I disapprove of what you say, but I will defend to the death your right to say it." His skill as a man of letters enabled him to  
  
express his philosophical beliefs under the guise of satirical fiction and poetry.
- ✓ **Diderot (1713-1784):** He participated in the production of the *Encyclopédie*, a work that was composed between the years 1751 and 1772, and that embraced all thoughts of key enlightenment thoughts by French philosophers. Gathering all the main ideas of enlightenment, *Encyclopedié* is composed of 35 volumes.
- ✓ **Thomas Hobbes (1558-1679) and John Locke (1632-1704):** They were leading names as far as English enlightenment is concerned, along with the formerly mentioned Francis Bacon (1561-1626). Having his roots deep into science, John Lock attempted to "find a middle-way between understandings of traditional religion and modern science" (History 8). He fiercely challenged the claim of the king's divinity and argued that the power of the government came from people who gave their consent to be governed. Hence, the government was bound to protect what Lock terms as people's "natural rights". In fact, Locke's ideas were shared with the one's of Thomas Hobbes who published his *Leviathan* in 1651 where he simultaneously expressed his belief in absolute monarchy, and the necessity of people's consent in any given society or political system.

#### **4. Impacts of the Enlightenment:**

As a movement that spread on a dramatic pace around Europe, the enlightenment had a profound impact on society, religion, politics, and even individualist movements that expanded beyond European borders.

##### **4.1. Enlightenment and Religion:**

Many historians, since the beginning of Enlightenment, claimed that the movement shattered the supremacy of religion completely and accused it of standing between man and his “intellectual progress” (Cassirer 134). Enlightenment in fact, according to David Allen Harvey, “took religion seriously” (Harvey 1). The way in which enlightenment thought affected religion was by means of filtering its components and excluding magical mysterious aspects and encouraging critical examination of religious institutions in order to prevent the supremacy of dogmatic thought.

##### **4.2. Women and Enlightenment Thought:**

Most Enlightenment philosophers supported the equality of men, but not women. Rousseau wrote that “woman was specifically made to please man” (qtd. In Reuter 139). This urged many women to call for their rights as reasoning beings. As an attempt to change this reality, women used reason to argue for equal rights. In France, wealthy and intelligent Women hosted social gatherings called “salons”. Most philosophers of the time were invited and women extracted their ideas and wrote those discussions in newspapers to assure the spread of “equality ideas” among all social groups.

Women were very thirsty for education. In 1792 Mary Wollstonecraft published *A Vindication of the Rights of Woman* where she argued that well educated women will serve society by bringing up enlightened generations. As a result, eighteenth-century writers increasingly came to believe that “the status and educational level of women in a given society were important



indicators of its degree of historical progress, and a number argued that the low educational level of women in their own times was itself an impediment to further social improvement” (O’Brien 2).

#### **4.3. Liberation and Human Rights Movements:**

The Age of the Enlightenment paved the way to numerous historical events such as The French Revolution, Religious tolerance, the creation of modern, liberal democracies, and the spread of equality among further social and ethnic groups. Many callers for freedoms and equality such as women in feminism, people of color in anti-racist and anti-colonial waves, and even working masses as the case of the chartist movement in Great Britain were inspired by the idea that all human beings are born equal, thus, they deserve equal treatment and similar rights and duties. In America, Enlightenment ideas were put to work by figures such as Benjamin Franklin and Thomas Jefferson in their defence against British hegemony, building a free nation, and in writing iconic historical documents such as The U.S Bill of Rights and the American Declaration of Independence. The ideals of liberty, equality, and democracy served as fuel that encouraged the oppressed and maltreated groups to fight for their rights and gain full access to freedom and prosperity.

#### **5. Conclusion**

In a nutshell, it would not be exaggerate to say that the Enlightenment thought in Europe marked a pivotal and monumental moment in world’s history. By advocating reason, science, and individual rights, the movement challenged binary-oppositions, and extreme political and religious hegemony. Starting in Europe, the movement crawled slowly, but steadily to cover universal grounds and explain the world in a rational and critical manner while simultaneously fighting superstition and passive acceptance of religious dogmas or governmental authorities.

## **Lecture Two: The Industrial Revolution**

### **1. Life Before the Industrial Revolution**

Basically, the industrial revolution, or IR, could be defined as the gradual transition from manual efforts and animal labour production into the use of machinery and technology (Mohajan 2). The period is generally known to last from 1750s till 1840s. Before the Industrial Revolution, people lived in small villages and were only able to travel for short distances due to harsh conditions, lack of means of transportation (only animals or slow carriages), and the absence of appropriate roads. As for the types of activities practiced, about 80% of British people lived in agrarian and rural societies where farming and animal husbandry served as main daily activities. On the other hand, the remaining 20% of people could afford living in small towns where the very few worked in manufacturing, mining and trade units” (Mohajan 3). Unlike farming, manufacturing was only localized in small areas and very few people (1% of citizens) were aristocrats by birth who did only invest their money in further projects related to farms and expansion of property because they had no need for actual labour or physical work (Jacob 80).

### **2. Factors Leading to the Industrial Revolution**

Like the majority of historians, Robert C. Allen, in his Introduction to the book *Enclosure and the Yeoman* confirms the fact that Great Britain is considered as the cradle of the industrial revolution. Thus, giving it the name of the “First Industrial Revolution” a period that witnessed an fast increase in living standards and economic development (15). Like any other economic and social change, the industrial revolution in Britain came as result of many preceding factors that marked a gradual movement from manual work towards industrialization, marking the onset of a new technology-based era:

- **Agricultural Revolution**

The agricultural revolution preceded the immense wave of industrialization in Britain. Thanks to the adoption of more efficient and improved farming techniques and further developed

methods of animal breeding, Britain witnessed an increase in food production. Consequently, “more food could be grown with much less manpower. Manpower was released for capital construction” (Nurkse 53). This growth also granted people the possibility of saving money that was later directed towards purchasing more luxurious products, mainly ones produced in the newly budding manufactures located in the growing towns, thus, inviting people from small villages to join the new towns as a way to seek new chances for work.

- **The Enclosures and Crop Rotation**

Crop rotation increased agricultural productivity to a very considerable extent due to the cultivation of more root crops which were in turn used to feed cattle, thus, boosting milk and meat production (Magnusson 83). Simultaneously, between 1750 and 1810, the British parliament passed an estimation of 4000 Enclosure Acts. Those acts enabled rich landowners to force restriction of further farm spaces by planting fences around their newly acquired lands and turning simple farmers to into tenants (Child 10). Mostly, former farmers left the countryside and headed towards bigger towns in search for new work opportunities.

- **Britain’s Coal Supplies**

The British industrial revolution was an easily achieved task thanks to the nation’s richness in coal and natural resources supplies that served as the fuel for machines and the increasing number of factories. Such supplies of raw materials, as stated by Phyllis Deane, powered British industry and saved it from “dependence” on other expensive foreign sources of power (138). Mass production of goods was assured, and industry was further revolutionized.

- **Supportive Banking System**

Britain had a superior and supportive banking system that encouraged investment and new projects. Providing investors with needed capital for new factories and experimental machines, the

British central bank also assured flexible paying facilities and lowered the percentage of interests. Consequently, investors were encouraged to take risks and indulge into new investments such as supporting growing machinery and building factories that would house the new machines made by scientists and inventors of the industrial Britain (Deane and Cole 25).

- **Naval and Trading Powers**

The existence of strong seamen and undefeatable fleets of ships played a significant role in the success of the British Industrial revolution. In addition to the merchant ships that transported finished goods, the British navy's dominance also enabled bringing scarce raw materials from other places around the world, protected trade routes, and expand colonial markets. Its largest merchant trading company was the East India Company (EIC) that rivaled many smaller European powers in wealth and influence.

### **3. Traits of the Industrial Revolution**

The Industrial Revolution was characterized by many changes and inventions in almost all aspects of life including textile industry, improvement of transportation, iron industry. Throughout that period, Britain's power was clearly reflected through the numerous and diverse achievements that granted the nation a special place within world's powers.

- **Textile Industry**

Textile industry covered a predominant space in the list of the huge achievements of British industrial revolution. In fact, textile industry was one of the first industrial zones to witness mechanization contributing greatly in the economic development of Britain (Sugden and Cockerill, 3). Between 1700 and 1900, as noted by Gregory Clark, Britain alone produced more than 40% of the world's output of cotton (Clark 99). In terms of textile-related machinery, the period witnessed an ongoing and nonstop production of machines, the most important ones being John Kay's the flying shuttle, James Hargreaves' spinning jenny, and Richard Arkwright's Water frame.

- **Iron Industry**

Iron and steel industry witnessed a fast and dramatic growth. While marking 28.000 tons only in the year 1750, British production of iron jumped to 250.000 tons by 1805, a shift that reflects the speedy development of British industry (Mohajan 8). Indeed, significant iron processing machines and inventive techniques saw the light and granted Britain the title of the world's power in iron and steel industry. Some of the leading names in the field of iron industry during the British revolution were Abraham Darby, Henry Cort, James Beaumont Neilson, and Henry Bessemer who could invent new and easy ways in iron industry, both saving energy and producing purer and stronger types of iron. By the 1840s, over two million tons; and by 1852, almost three million tons, more than the rest of the world combined (Spielvogel 587).

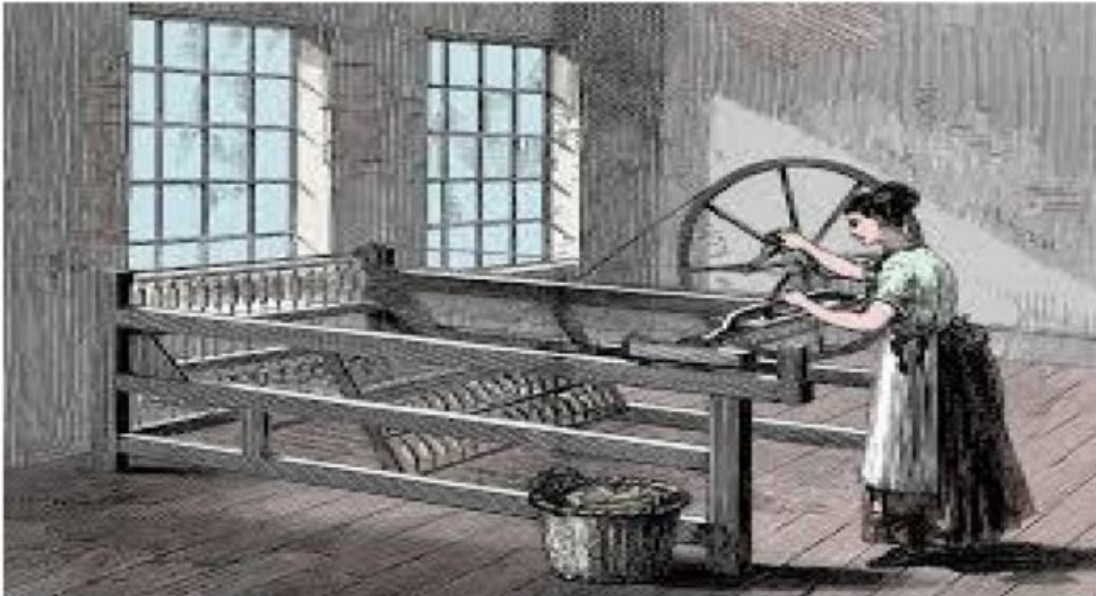
- **Improvement of Transportation**

The improvement of transportation in Britain during the industrial revolution was an indispensable. In addition to making the transportation of people easier, Britain witnessed a revolution in transportation tools. This was mainly done to facilitate the transportation of finished goods, miners, and even raw materials from one place in the country to the other. Canals, such as Bridgewater Canal, were created as waterways that connected industrial regions to ports around the country (Szostak51). In addition to roads and canals, British people created railways and steampowered locomotives to connect manufacturing centres with numerous markets. On a broader scale, steamships were developed and powered by James Watt's steam engine to link Britain with other places around the world, including overseas colonies and markets.

- **The Great Exhibition**

The Great Exhibition, also known as the Crystal Palace Exhibition, was a powerful demonstration of Britain's industrial power. Housed at Kensington in London in 1851, it stood as the largest international fair of the era. Covering an area of about 19 acres, made totally of Britain's industrial

iron and glass, and exhibiting the advanced achievements of British machinery and local finished goods to more than 600 visitors from all nations around the world, the event displayed Britain's manufacturing, economic, strategic, and even cultural power. For most British people, the Crystal Palace was "a public display of national power and wealth" (Knight 122).



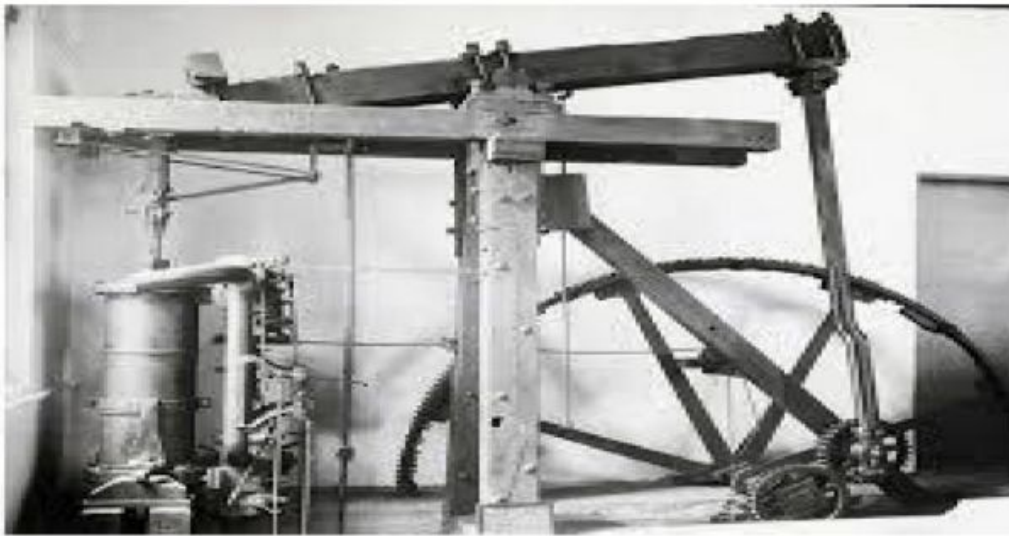
**James Hargreaves's Spinning Jenny**

Source: <https://www.britannica.com/biography/James-Hargreaves>



**Iron Industry during the Industrial Revolution**

Source: <https://www.worldhistory.org/image/17215/making-steel-by-skinner/>



**Steam Engine**

Source : <https://www.thoughtco.com/invention-of-the-steam-engine-104723>

#### **4. Lasting Impact of the Industrial Revolution**

During the IR, British economic, political, social, and even cultural structures changed drastically. Throughout the years that witnessed the introduction of machinery into the British industry, the nation witnessed a complex and multilayered impact on both people and the land. It did not only lead to the change of geography and nature, but also affected social structures and reshuffled people's positions and priorities. More than that, The Industrial Revolution even touched government-population relations.

##### **▪ Economic Growth**

Along with innovation and manufacturing, the introduction of developed technologies into British industry propelled Britain to become a leading economic power. Instead of traditional ways of production, Britain moved to a more organized and developed mass production that increased the nation's wealth through trade and the exchange of goods on a global scale. Industries such as textile, transportation, and even communication (the invention of the telegraph) increased living standards by providing new job opportunities to the working class and facilitating people's daily activities (Cowan 388). This enabled most people to execute numerous tasks in short periods of

time, hence, producing more goods, gaining more time, and financial income. On broader scale, the Industrial Revolution granted Great Britain a powerful position among other nations. Its strong navy and powerful fleets moved gained the nation numerous titles, rich sources of raw materials, and an open number of markets around the world. As put in, Britain in a time had “international hegemony and was considered as the policeman of the world “due to the power it gained during the steady phase of industrialization” (Lemeunier et.al. 84).



**The Great British Exhibition**

**Source:**

<https://images.immediate.co.uk/production/volatile/sites/7/2015/09/FFDJ9Kb1755c8-scaled.jpg?quality=90&webp=true&resize=1000,667>

- **Urbanization and the Growth of Population**

Due to long decades of industrialization and machinery in factories that were mainly centered in growing towns, Britain witnessed a fast and ongoing growth in the size of its main cities. Huge numbers of people left villages and headed towards bigger cities in search for new work



opportunities at factories and better living conditions (Alvarez et.al 1). At the same time, because of the betterment of medicine and hygiene, birth rates increased while death rates decreased to a big extent. As result, British cities witnessed a fast demographic growth (Murmman 562). By the year 1800, London became the biggest city in Britain, embracing more than one million people.

- **New Social Structure**

The industrial revolution in Britain changed the social structure entirely and led to the creation of new social classes that did not exist before Britain's indulgence into the world of machinery. First, there was the lower class that mostly held workers of the factories who found themselves living in very small, crowded, and dirty slums that lacked proper hygiene and sewage systems (Donway 39). Another middle class also appeared and it mainly included more educated people who held professional skills. Taking positions of teachers, lawyers, and managers of factories, this group was known as "white collars" and they deeply participated in shaping cultural values of Britain at the time (Fultz 2023). The third and most powerful social class consisted of wealthy elites, a group of people who owned most of investments and factories. Mostly, they affected decision making in Britain and enjoyed full power and influence over the two other classes.

- **Child and Woman Labour**

Women and children were perceived as perfect workforce due to their vulnerability and lack of self-defence. Alongside men, children and women accepted any given wages and did not have enough power to claim more money, especially that they appreciated any income to help sustain their families. At the same time, children's bodies were small enough to fit between machines and in small places in factories. As stated by Carolyn Tuttle, more than half of the workers in British textile industry during the year 1833 "was under the age of six" (Tuttle1). While catching mortal diseases such as lung cancer, tuberculosis, and cholera, children and women were in constant danger of being crushed under machines, burned, and even blinded or losing limbs (Rosen 35)

- **Environmental Destruction**

The fuel that was used to power machines, means of transportation, and big industries in Great Britain polluted air dangerously (Jackson 145). Waste of Poisonous textile dyes also was a pervasive issue when discharged into nearby water sources, turned them into sources of disease, especially for the poor working classes who could not afford buying clean water for their daily consumption. Insight on this issue could be seen in Eric J. Hobsbawm and Chris Wrigley's words when they wrote that in "cities! ... smoke hung over them and filth impregnated them, the elementary public services – water supply, sanitation, street-cleaning, open spaces, and so on – could not keep pace with the mass migration of men into the cities" (86).



**British Industrial Towns**

Source: <https://www.history.com/news/industrial-revolution-negative-effects>

## **Lecture Three: The Chartist Movement**

### **1. Chartism Defined**

In very basic terms, Chartism may be defined as “a working-class movement to obtain representation in Parliament” (Taylor, 386). Micheline Ishay states that Chartism was an attempt towards parliamentary reforms and that it focused on winning working-class representation in parliament, universal suffrage for all adult males, and the reduction of working hours” (Ishay 332). It aimed at assuring further economic and social reforms. Chartism was, in the words of Joseph Rayner Stephens, a Chartist agitator in the North of England, “a knife and fork question, a bread and cheese question” (qtd.in. Jones 121); meaning that political power was only the means to achieving better living conditions for the working people, and an end in itself.

The Charter was the work of William Lovett, Henry Hetherington and, to a lesser degree, Francis Place. All three were members of the *London Working Men's Association* (LWMA) a group of skilled craftsmen who recognized the need to gain political representation for the working classes (Taylor, 386). These were mainly “working class activists who supported the drive to persuade Parliament to adopt the ‘People’s Charter’” (Morgan, 89). After discussing the issues with Thomas Attwood’s Political Union in Birmingham, the six demands were made public in May 1838. The People's Charter had six main aims: universal manhood suffrage (all men over 21 to have a vote), the payment of MPs, the abolition of property qualifications rule for men wishing to stand for parliament, the holding of secret ballots at general elections, annual Parliament elections, and equal electoral districts (voting districts which were the same size) (Royle 20).

### **2. Main Factors that Encouraged Chartist Movement**

Chartism is one of the main results of the first Industrial revolution that compelled people of the working class to live in non-appropriate conditions. While having too many duties and very low wages, the working class found themselves deprived of any rights. They had to work for more

than 14 hours a day, 6 days a week, and in terrible working conditions. The following causes are among the most important ones that led the initiation of an organized chartist movement:

- ✓ **Disappointment with the 1832 Reform Act:** The working class had combined with the middle class and taken part in demonstrations for reform, but did not obtain the vote in this Act (Beechener et al. 50). Only an estimation of 700000 people of the middle class were given this privilege. Working classes then searched for a new way to get their demands.
- ✓ **The 1833 Factory Act:** was another disappointment: it failed to achieve the goal of reducing the working hours to 10 hours per day (Taylor, 387).
- ✓ **Bitterness towards the 1834 Poor Law Amendment Act:** Richard Oastler believed that the government had 'made poverty a crime'. The situation was made worse as the decision to accelerate the building of new union workhouses (bastilles) coincided with a trade depression and high unemployment at the end of the 1830s (Taylor, 387).
- ✓ **The Suppression of Trade Unionism:** Although trade unions could exist, their powers to hold a successful strike were in doubt. The government introduced measures to prevent collective action on the part of workers, and it was very rare for the workers to negotiate bargains with employers and factory owners (Beechener et al. 50).
- ✓ **Fluctuations in Trade:** The years of 1838-9, 1842, and 1847-8 were ones of trade recession and high unemployment, with thousands of working families in poverty and despair. In the words of Elie Halevy, Chartism "was not a creed. It was the blind revolt" (Halévy 323) of hunger. People also suffered from high taxation and high food prices when harvests were bad.

### 3. Key Events of the Chartist Movement

After the formation of the Working Men's Association and drafting the six demands of the working class, Chartism went through a long process and numerous events. As a matter of fact, obtaining

the six demands was not an easy task, it rather needed intense work and insistence from leaders such as William Lovett, Francis Place, O'Connor, and O'Brien.

- **The First National Petition of 1839:** This petition was the first act taken by the Chartists to seek political change. Lovett, Attwood, and O'Conner decided that a petition should be represented to Parliament with as many signatures as possible (Taylor 392). The Petition was presented to Parliament by Thomas Attwood on June of the same year. It was almost three miles long and contained 1, 280,000 signatures of both genders. However, since Parliament was still dominated by the landowners who had deep fear of losing their privileged positions, the petition was rejected by major voices (Chase 73). This refusal made the Chartists very furious, going on numerous riots around the country, including the Bull Ring Riots in Birmingham. A number of delegates favored a General Strike (or Sacred Month) accompanied by a period of civil disobedience where the Chartists would not pay taxes.
- **The Newport Rising:** After their failure to convince the British parliament to move the six demands into actual world, a group of chartists started to take more violence steps to express their anger towards their parliament. In 1839, Newport, Wales, witnessed a serious rebellion that was led by John Frost who wished to compel the government to listen to the workers' needs by means of power. After producing "immense outpourings of anger" from the chartists, the rebellious groups were halted by British troops (Chase 117). Eventually, some leaders of the rising were arrested, and more than 24 chartists who participated in the rebellion were killed.
- **The Second Chartist Petition 1842:** because of the improvement of trade and the occasional betterment of job opportunities between the years 1840 and 1842, the period witnessed certain reversal in chartist activity. However, as soon as major chartist leaders were released, they insisted on bringing the chartist movement to life once again. A second

petition was then signed in 1842. Despite the increase in number of signatures that were presented to the parliament, it was nonetheless refused. Unlike the first petition, the document signed in 1842 was “far less respectful” and more fierce in its language in a manner that expressed the workers’ serious anger towards their situation. As said by Mike Sanders, the petition went “so far as to compare the daily incomes of the sovereign and her spouse with those enjoyed by her laboring subject” (Sanders 131).

- ***The Plug Riots (August 1842)***: Also known as Plug Plot Riots. It was a series of violence protests that took place in many manufacturing zones around Britain. During this campaign, rebellious workers broke into factories and removed plugs (sources of energy) from machines, causing extensive financial damage to owners of the factories. Extremely fierce and dangerous, the plug riots “threatened to overturn all order in the manufacturing districts” (Mather 34). Eventually order was restored by troops and offenders were punished by the court. However, some peace supporters such as Lovett broke with the movement because of their support of peaceful Chartism.
- ***O'Connor's Land Reform***: O'Connor, assisted by Ernest Jones, founded 'The National Land Company'. The company was based on the idea of collecting donations from different sources and willing sympathizers and then using the money to buy pieces of land to be later handed to the workers so that they could enjoy better living conditions for symbolic sums of money. However, the possibility of “ameliorating working people’s suffering through cooperation” was not an easy task (Bronstein 193) The project faced many obstacles and was eventually halted based on claims that O’Conner had been embezzling the donated money.
- ***The Third National Petition 1848***: At many occasions, British Parliament perceived O’Conner as a serious threat to their supremacy. They marked his behavior in treating matters of working class as “unacceptable”. Nonetheless, On April 10, 1848, O’Connor presented a third chartist petition to the parliament and expressed his desire for

parliamentary reform. Like the two previous petitions, the third chartist petition was also rejected by the majority of MPs. It was claimed that while O'Conner confirmed that the petition collected about six million signatures, deep scanning of the document revealed that only 1.975.496 signatures were genuine and that numerous names were fictitious such as "No Cheese" and "Big Nose" (Bronstein 222), and were only added to amplify the power of the document. The petition was rejected amidst great hilarity by 222 votes to 17.

#### **4. Factors that Weakened Chartist Movement**

A myriad of factors combined to hinder the chartist movement and weaken its position against the power of British Parliament. Despite the endless attempts from different leaders to move the charter's demands from paper to actual world, government tactics and weaknesses from within the movement stood as serious obstacles that prevented its fulfilment.

- **Inherent Weakness within the Movement:** Chartism composed of many local organizations that had different aspirations. It was difficult to unite the interests of such groups that included craftsmen, factory-operatives, and domestic workers. Moreover, poor communications and "lack of funds made the problem worse" (Taylor 396).
- **Poor Leadership:** the movement was divided into two groups that were at odds with each other:
- **Physical Force:** physical force tactics were most prominent in the north that witnessed the worst working conditions. William Lovett preferred "peaceful evolution" and then disassociated himself from the movement in 1842 when it started to take a violent path. Henry Hetherington and Thomas Attwood were also advocates of moral force.
- **Moral Force:** the method was preferred by Scottish Chartists where working conditions were less dangerous. Some historians also suggest that moral force Chartism happened because workers were not subject to the New Poor Law. Feargus O'Connor and James

Bronterre O'Brien are believed to be "ardent" believers in physical force, despite the opposite claims of O'Conner. The Chartists also disagreed as to how much support they should seek from the middle classes. O'Conner and O'Brien were opposed to any merger with the middle classes, disagreeing with the opinions of Lovett.

- **Lack of Middle-class Support:** Once violence started, many of the middle classes scorned any association with Chartism and were reluctant to voice their support to the working class. This lost the movement potential funding.
- **Mid-Victorian Prosperity:** After the 1840s trade improved, wages were increased, employment was high, and people generally lost interest in political movements. Workers rather trusted trade unionism and stepped away from direct calling for their rights.
- **Government Tactics:** The government seemed prepared to allow peaceful meetings of the chartists to go ahead. On the other hand, all kinds of violence were immediately met with serious responses. "Heavy punishments were given to the Newport men (1839) and the plug riots in 1842" (Taylor 397).

However, it should be noted that the Chartist movement was not a total failure. Few years after the official end of the movement, the parliament admitted the fact that reform is indispensable and that it will one day be executed. Over the years five out of six of the Chartist's demands have become law. These include: Abolition of property qualification 1858, secret ballot 1872, equal constituencies 1885, payment of members 1911, and Universal suffrage 1918. Annual parliament election never became a law because of its impracticality and because such a decision would cost the government much while not guaranteeing any continuity in running the country.



## **Lecture Four: The Victorian Era**

### **1. Introduction**

The expression “Victorian Age” or “Victorian Era” refers to the period of time when Britain was under the reign of Queen Victoria. King William IV died on June 20, 1837, leaving no legitimate offspring. As a result, his eighteen-year old niece Victoria (granddaughter of George III) became queen of the United Kingdom of Great Britain and Ireland. Her reign ended in 1901, being one of the longest reigns in the history of England (64 years). This age witnessed the most significant changes in almost every aspect of politics, law, economics, and society.

The Victorian age was first and foremost an age of transition. The England that had once been a feudal and agricultural society was transformed into an industrial democracy. Between 1837, when eighteen-year-old Victoria became queen, and 1901, the year of her death, social and technological change affected almost every feature of daily existence. The British Empire reached the distant reaches of the world during her reign. Britain's population tripled as industry spread its smoky cities throughout the country.

Science prevailed, religion started to be threatened, modern politics emerged, and the worshiping of progress nearly became a new religion. Numerous facets of life, including education, sports, middle-class home layouts, and commonly held beliefs about family life, adopted the form that has been prevalent for the majority of the 20th century.

### **2. Queen Victoria's Throne**

For her political education, Queen Victoria owed much to her adviser and friend William Lamb, 2<sup>nd</sup> Viscount Melbourne, who had been Prime Minister since 1835. Victoria was said not to be the real reason why the Victorian Age was so successful in England. Most of the real credit should go to her very able prime ministers Benjamin Disraeli and Lord Melbourne, her father figure. The latter “was ever at her right hand, instructing her in her great duties, explaining difficult situations, and guiding her through the intricate ways of the British Constitution” (Synge 95).

Along with her husband Prince Albert, Lord Melbourne and Benjamin Disraeli mentored her in the ways of politics and assisted her in duties of the crown.

During the reign of Queen Victoria, the British society mirrored the principles and ideals of the queen who was a strict Christian and devoted puritan. Respectability, which dominated every element of Victorian life, was a code of behaviour shaped by Christian principles. Men and women shared the core of this elegant attitude, yet gentility required careful consideration of gender norms in every detail (Davidoff and Hall 397). Generally speaking, social principles differed from one class to the other. Religious observance and household traditions contributed to the establishment of important barriers separating the "respectable" segments of society from the degenerate masses (Nead 156).

Queen Victoria had a significant influence not just on Britain but also on Europe. The "Grandmother of Europe" was how people referred to her because many of her descendants and grandchildren married into different royal families around the continent. Indeed, the queen "assured that her lineage was linked to the most influential royal households of Europe" (Iwona Lilly 214) something that guaranteed both the queen and Britain a powerful geo-political position within European nations.



**Queen Victoria**

### **3. Victorian Legacy and the British Empire**

During the reign of Queen Victoria, Britain achieved dramatic overseas expansion. In 1876, Prime Minister Benjamin Disraeli sent to Parliament a bill that gave Queen Victoria the title “Empress of India” (Voskuil 140). To secure English dominance over the oceans, new territories were acquired: parts of China and the Middle East to protect trade routes or obtain economic advantages; Burma and Malaysia to protect India's boundaries; islands, ports, and coaling stations. England and other European countries engaged in a "scramble for Africa" in the last decades of the century, which resulted in the colonization of most of the continent. Remarkably, Britain's robust fleet prevented it from losing any wars during this time. The following are among the major events reflecting Britain's unprecedented power during that era:

**The Opium War (1839-1842):** The British and Chinese trade rivalry was the first cause of the conflict. Because of their self-sufficient economy, the Chinese had no interest in Western goods, while the British imported a lot of things from China in exchange for silver. The British began smuggling opium to Chinese citizens in an attempt to close the trade imbalance, blaming China's closed-door policy. This greatly increased opium addiction among Chinese citizens and successfully led to a tipped trade balance in favour of the British. The Chinese sought to

outlaw the commerce in opium as a response (Miron and Feige 911). But Britain launched a war in China with its troops, which the British ultimately won.

**The Crimean War (1853-1856):** In the Crimea (modern-day Ukraine), which is situated between the Black Sea and the Sea of Azof and was formerly a part of the collapsing Turkish Empire, England and France fought alongside Russia from 1854 to 1856. Although the exact reasons of the Crimean War are unknown, Russia and England fought one other for control of the Middle East and the protection of trade routes leading to Asia (Cain and Hopkins 62). Because the Russians were unable to provide their forces, the Alliance prevailed. Russian rails broke down and the country was unable to fix them.

**The Boer War (1899-1902):** South Africa witnessed nonstop series of battles during the Boer War (1899–1902). This war took place between the Dutch colonists, known as Boers, and the British colonies. Because both sides waged nonstop combat, this conflict is frequently referred to as the first "total" war. The British ultimately prevailed, and they ruled over the entirety of South Africa (Cain and Hopkins 68).

Not stopping this far, the British Empire grew wider and covered wider areas around the world. Victoria was an important proponent in transferring control of India from the East India Company to the British government in 1858 gaining herself the title of "Empress of India" in 1876. The British gained control of Egypt by occupying it militarily in 1882 (Barton 84). The British Empire became the richest country in the world during the reign of Queen Victoria.

There were many sayings like, "The sun never sets on the British Empire", and "The workshop of the world", that described Britain's hegemonic and universal power in the nineteenth century. In 1897, the Diamond Jubilee was held as a celebration of the queen's sixtieth year of reign. During that day, people celebrated many occasions and British achievements such as the

“Queen's wise consent to the democratic demands, their confidence in their sovereign” and “almost unconscious growth of the imperial spirit” (Synge 61). In many ways, British imperialism led British people to believe that “the throne of Britain stood at the centre, not only of a kingdom, but of a world-wide Empire” (Synge 61). Due to the wide campaign of expansion around the world, Britain came to be considered as the world’s solid superpower.

#### **4. Victorian Women**

In 1840, Queen Victoria wed Prince Albert of Saxe-Coburg-Gotha, her cousin. She gave birth to nine children over the course of the next 17 years, growing in popularity as a moral role model and representative of traditional family values. Mostly, Victorian women were supposed to follow the lead of their queen by being strictly puritan females, only playing any role at home.

**Domestic Life:** The statement "married life is a woman's profession" (Kenyon 99) described the position of women in the middle of the Victorian era. Not taking into account women from the lower working class who had to work to support their families, middle class women were not expected to work. Obtaining a job for a respectful woman was mostly perceived as a serious threat to her social position that only stated very few jobs to be “suitable to meet standards of feminine behaviour” (Kay 192). As stated by Wakefield, not enough work positions were allowed for women because most opportunities of jobs did not succeed to provide Victorian women with an income without “endangering their virtue, or corrupting their manners” (qtd. In Kay 192).



**Victorian women of the upper class**

**Source:** <https://bellatorv.com/fashion-industry/Fashion-History-Victorian-Costume-and-Design-Trends-1837-1900-With-Pictures>

**Legal Status and Women's Rights:** Concerning general legal rights, things did not differ greatly between one social class and the other. The most conventional image of the perfect Victorian woman is found in the title of a long poem written by Coventry Patmore: *The Angel in the House*. A woman was supposed to help regenerate society through her daily display of Christianity in action. Even when married, a woman was supposed to resign her job while her property, and even her children were lawfully considered as the husband's own property (Cunningham 65).

**Women's Education:** It is commonly held that females did not receive formal education and that any instruction they did receive from their mother or a governess prioritized "accomplishments" over intellectual growth. However, the Victorian era, as many historians assure, had allowed women more educational opportunities gradually. This was especially done after numerous campaigns that asked for proper education for women instead of providing them with limited household related subjects such as cooking. Mostly, Professional men, "like doctors and clergy, tended to pay more attention to the education" of their daughters".

**Suffrage for Women:** The drive for women's suffrage in Victorian Britain began as a reaction to the widespread gender inequality of the era. Women had little access to politics in the 19th century,

and they were not allowed to vote or run for office. The fight for women's rights and social reform, which grew in strength during the Victorian era happened gradually but steadily. For example, The Married Women's Property Acts of 1882 and 1892 allowed women to retain their income and property after marriage (Chambers 92). However, other rights had to wait for longer period of time to be passed and executed as parliamentary laws. Such is the case with full voting rights for women that were only achieved in 1928 for women over 21.

### **5. Compulsory Education For Children**

With the passage of the Education Act in the UK in 1880, children less than ten were required to attend school. With the goal of guaranteeing that every child receives at least a basic education, this historic legislation represented a substantial shift in educational policy. The act mandated that local governments set up committees to monitor school attendance and mandate that children in the age range of five to ten attend class every day. The government sought to address the issue of illiteracy and give possibilities for social and economic growth by making education mandatory for this age group. The UK's current educational system was established by the Education Act of 1880, which placed a strong emphasis on ensuring that all children had access to education (Hindman 50). After introducing the bill by social reformer and member of liberal party A.J. Mundella, The amount of time young children were permitted to labour in mills and factories was drastically reduced when the education law covertly overturned the factory acts. However, educational chances still varied from one class to the other as not all parents could afford sending their children to schools, and sometimes they rather preferred that their children work in factories to help sustain their families.

### **6. Intersections of Religion and Science**

In essence, the Victorian era was more religious than the 18th century that came before it. It was believed that the real force holding a society together is Christian ideals and beliefs. "A recognized religion is the sanction of moral obligation; it gives authority to the commandments, creates a fear of doing wrong, and a sense of responsibility for doing it," according to historian A. Froude.

Victorian England was known for its science as much as its faith, to the point where many people were afraid that science might undermine their religious beliefs. As stated by R.K. Webb, there were "people whose opinions counted for much" among the "probably fairly small" number of people whose religious faith was shaken by scientific discoveries.

Scientific advancements were highly valued by Victorians. On November 24, 1859, British biologist and naturalist Charles Darwin released his well-known theory regarding the genesis of species. It outlined his idea of species adaptability and evolution through natural selection. Though opinions on the case for evolution and natural selection remained sharply divided throughout Darwin's life, the book went on to become a worldwide best-seller. Victorians were also enthralled with the physics of energy and the newly developing field of psychology.

## **7. Growth of Economy and Social Classes**

Britain had "witnessed a leap forward in all the elements of material well-being" in the first 50 years of the 19th century. According to Dennis Sherman, "Except in agriculture", the widespread use of machinery" during the Victorian era was "almost completely eliminating extremely hard physical labor." (Sherman 134). The phrase "the workshop of the world" was justified, and Britain's economic standing at the time seemed to reinforce the optimism and confidence of the era. The Industrial revolution, expansion of the empire towards other lands and continents, improvement of means of transportation, and the enhancement of health and educational facilities all contributed to the rapid and steady growth of British economy.

In spite of the obvious prosperity of Victorian Britain, it could be safely said that Victorian Britain was "a fine place for the rich, but the Lord help the poor" (Dark 76). Industrial Britain mainly contained three different social classes:

**The Upper Class:** The gentry and aristocracy remained in charge of politics and society. Due to their inherited wealth, this class had the most influential politically. Mostly, this class did not create



relations with people outside their aristocratic circles. As stated by Reader, "...the Land, the Church and Parliament, all were caught up and held together in an intricate web of family relationships which outsiders found hard to penetrate..." (Reader 29-30). The emerging middle classes aspired to have the same respectable social status as the upper classes since they were perceived as having a distinguished position.

**Middle Class:** the keeping of domestic servants signified the separation from the working class. In London, bankers and city merchants were at the pinnacle of this class. Shopkeepers and small company owners formed the lower middle class, followed by white-collar employees like clerks and teachers. Non-manual jobs in business or the professions (law, medicine, education, religion, art and entertainment, literature, and science) provided the middle classes with their income (Morka 16-17).

**Working Class:** this class formed the majority of Victorian population (more than 70%). The working class was formed of labourers, farm hands, factory workers, railway-men, domestic servants and others. Workers lived in extremely humiliating living conditions and they mostly "lacked the power and strength to defend their own rights" (26 Mokra). Moreover, working class people were very vulnerable and exposed to all types of abuse (Thomson 37). While being a powerful nation of extreme political and economic power, the conditions of the working class still serve as reminders of the era's backdrops and dark facets.



### **People of the working class**

Source: <https://sites.udel.edu/britlitwiki/social-life-in-victorian-england/>

### **8. Victorian Cultural Blossoming**

Till the present time, Victorian Britain is still considered as one of the richest in terms of cultural productions that reflect the age's prosperity and people's daily experiences and adventures. Despite the fact that most people were illiterate during the first half of the Victorian age, people soon started to acquire reading abilities and literature started to spread on a wide range, mainly as a way to mirror daily lived concerns. Most of the time, authors from the middle class published novels and fiction that allowed people to see variable versions of themselves into a fictional world (Whelan 7). As a way to mock the "silliness" of middle class thirst for prestigious life and wealth, authors such as Charles Dickens, George Eliot, Elizabeth Gaskell, William North, Anthony Trollope, and William Makepeace Thackeray opted for the novels of verisimilitude. This literary genre reflected lived themes of social, financial, domestic, and other in a satirical manner while at the same time provided people of the middle class with texts to enjoy and identify with (Golban 67). At the same time, those stories copied the suffering of the middle class as an attempt to raise awareness among people and to create better living conditions for this category. Noteworthy, literature was not the only artistic medium where Victorians excelled. Painting, architecture,

textile, clothes and interior design, and many other fields were all a reflection of the richness of the time when Queen Victoria rules Britain, and many other parts of the world.

## **Lecture Five: British Imperialism in India**

### **1. The East India Company: Trade was the First Intention**

The first British in India were traders, not conquerors. In 1600, a group of English merchants benefited from a royal charter that gave them full right to start a trading journey in the West Indies. However, the abundance of raw materials and riches of India soon formed a strong temptation for those traders (Blackwell 34). The Industrial Revolution had turned Britain into the world's workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. About "twenty to thirty ships were sent yearly and were worth up to £2 million" (Mastoi et. al 25). It is due to this reason that the British considered India as the brightest "Jewel in the Crown". Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army that was directed and ruled by by British officers. However, most of the soldiers working for the company were Indians, mainly referred to as "sepoys". As described by Mountstuart Elphinstone, one of the British governors of Bombay, the sepoy army was "a delicate and dangerous machine, which a little mismanagement may easily turn against us" (Keene 96).

### **2. The Battle of Plassey: Tension Begins (1757)**

Following the fall of the Mughal Empire, there was instability and ensuing tensions in the region, which the British exploited to their benefit (Blackwell 35). A force of 2,200 Indian soldiers and 800 European soldiers overcame the Bengali ruler's 50,000 strong army using deceit and smart military strategies (Blackwell, 35). This incident, which is referred to as the "Battle of Plassey," happened on June 23, 1757, and was led by Robert Clive, the governor of the EIC. Many historians argue that Mir Jafar and Clive's plot against Bengal's nawab, Siraj-ud-Daula, was the reason behind the Indian defeat. Under Mir Jafar's leadership, the majority of the Nawabs army stayed dormant.

Now, Jafar was the new nawab who served as "puppet in the hands of the English" (Bandyopadhyay 44). Along with his French allies, the Bengali nawab was defeated and the British were able to sweep aside two of their enemies at the same time.

The British government was very soon aware of the Company's strength. The first of several legislation regulating the Company under legislative supervision was the Regulating Act of 1793. As governor-in-general (1797–1805), Arthur Wellesley implemented his plan to elevate the Company to the position of supreme authority in India. In addition to eliminating strong Indian armies in the north and south, he was also successful in stifling the meager French influence that still persisted. Because of their great influence, the British—that is, the Company—built a bureaucratic infrastructure and "employed cooperating Indians, who came to constitute a new, urban class" (Blackwell 35). The governor of Bengal's presidency (Calcutta) had been given the title of Governor-General, giving him authority and precedence over the governors of Bombay and Madras. This was a move toward administrative unification that undoubtedly aided the arrangement for empire. The British attitude toward Indians deteriorated when the Company assumed the role of king (Blackwell 35).

### **3. Racism and Rebellion (The Sepoy Mutiny 1857)**

Imperialism was justified by biased concepts regarding people of non-Western cultures and non-white origins, mainly ones arising from so-called social Darwinism and evangelicalism. One of the main features of the British Empire in India was racism. "By the late 1700s, disdain for Indians had become ingrained in British culture, regardless of social status." (Hiro 277). There were numerous areas of dissatisfaction among Indians. Many thought that the British were attempting to convert them to Christianity in addition to governing their territory. The Indian populace was likewise incensed at the British for their persistent bigotry (Herbert 184). Indian people chose to rebel against the EIC and its policies in India in response to these circumstances. This incident was known as the "Sepoy Mutiny of 1857."

Actual reasons of the sepoy mutiny were numerous. They ranged from the imposition of Western technologies—such as the railroad and telegraph—on a deeply traditional society to the adoption of English as the official language in courts and government schools, and opening of the nation to missionaries and the ensuing fear of forced conversions. However, the enfield rifle's

introduction to the ranks of the sepoy was the most powerful and irritating cause that brought forward the outrageous mutiny. The gun required the sepoy to bite into cartridges that were stuffed with beef and pork fat. Outraged, both Muslims and Hindus saw the deed as an attempt to convert them to Christianity (Blackwell, 36). According to Maria Misra, "the after-shock of the Rebellion was if anything even more influential than the event itself" (Misra 7), despite the fact that both the insurrection and the horrifying response to it were horrific enough. Despite the fact that the British government needed more than a year to reassure order, Indian resistance was still weak due to their different beliefs (Hindus and Muslims) and inability of union, a matter that gave British government more reason to assure a more direct rule in Indian.



#### **Sepoy Mutiny: rebellion against East India Company**

**Resource:** <https://www.nam.ac.uk/explore/why-did-indian-mutiny-happen>

#### **4. The Official Declaration of the British Indian Empire**

The Crown "took over direct responsibility" and the East India Company was disbanded (Maddison, 42). In 1877, Queen Victoria was proclaimed Empress of India. Starting from that moment, Britain's position and aim was exposed: "Imperial rule for the profit of Britain, not for the welfare of the people of India" (Blackwell 36). The British rewarded Indian princes who were loyal to them by promising not to take any further states from ones that were still free. However, those promises were never kept, and the British went further in exploiting Indian lands and

imposing their control over them. As far as racism was concerned, the mutiny that was executed by the sepoy increased British hostility and hatred towards Indians. The British attitude is illustrated in a quote by Lord Kitchener, British commander in chief of the army in India who said that "It is this consciousness of the inherent superiority of the European which has won for us India. However well-educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer" (qtd. in. Sammis 83).

**5. British Imperial Strategies in India** the British wanted to establish their power in India on a large and organized scale. For the purpose of making the most advantage of Indian land, goods, raw materials, and even people, they placed their own interest before any other concern and adopted different tactics and strategies that would enable them to take full control of the area. Some of these strategies are as follows:

- **Divide and Rule**

The British incited animosity between Muslims and Hindus by using the "divide and rule" tactic. Millions of Indians were killed and uprooted, and important economic resources were destroyed as a result of the divide and rule policy, which utilized religion to sow discord among the populace (Lyer 697). The British recognized that India was a country with a diverse population and that, in order to exploit and rule the country, it was necessary to instigate Muslims against Hindus and the populace against the princes (Baber 127). British rulers were concerned when Hindu and Muslim soldiers in the 1857 rebellion united over their loyalty to the Mughal prince. As response, they opted for policies to sour relations between Muslims and Hindus. One of the important methods was by preventing Muslim leaders from obtaining any strategic responsibilities while favouring Hindus over them, a matter that heightened hostility between the two groups. (Rahman et. al 4). At the same time, Hindus rather chose to be ruled by British powers while not accepting Muslim rulers.

### ▪ **Adoption of Colonial Education**

Before the British arrived to India, Hindu children were taught in pathshalas and tols, and Muslim children were educated in madrasas and maktabas. (Chopra et. al 107) These schools instructed youngsters in Arabic, Persian, Sanskrit, religion, grammar, logic, law, mathematics, philosophy, medicine, and astrology. However, this faith-based education system was disregarded by the British government, which instituted a British system in its place. A remark made by the British Thomas Babington Macaulay indicates that the British intended to teach Indians in English in order to eradicate their Indian culture:

We must at present do our best to form a class who may be **interpreters** between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect. To that class, we may leave it to **refine** the vernacular dialects of the country, to **enrich** those dialects with terms of **science** borrowed from the **Western** nomenclature, and to render them by degrees' fit **vehicles for conveying knowledge** to the great mass of the population. (qtd. In Mather 141)

The British did not save any effort to change every bit of Indian culture. They interfered in every single cultural tradition, including religious matters, and attempted to change the beliefs that had ruled the lives of both Muslims and Hindus. This includes specific cultural practices of Indian women as well. They used the argument of the white man's burden in these missions of changing Indian culture.

### ▪ **Application of British Law Systems**

Originally, the courts' use of codified English law was limited to European residents of the subcontinent. But by 1773, it was suggested that Hindu rules should apply to Hindus and Islamic laws to Muslims regarding marriage, inheritance, and other personal matters (Otter 177). Although it is unclear if this split in the law was intended to implement the divide and conquer strategy, it



had enduring effects that eventually resulted in the subcontinent being divided based on religious reasons. Nevertheless, this idealization of Indigenous Indian laws and customs only existed for a short period of time because of the British centric perception of Indian culture and its laws. The words of British philosopher James Mill clearly explain the British attitude towards Indian laws.

According to Mill, Indian laws were “a disorderly compilation of loose, vague, stupid, or unintelligible quotations and maxims selected arbitrarily from book of law, book of devotion, and books of poetry; attended with a commentary which only adds to the absurdity and darkness; a farrago by which nothing is defined, nothing established” (Judd 38).

- **Weakening India’s Local Industry:** Several Indian authors have argued that British rule led to a de-industrialization of India. R.C. Dutt argued that:

India in the eighteenth century was a great manufacturing as well as a great agricultural country, and the products of the Indian loom supplied the markets of Asia and Europe. It is, unfortunately, true that the East India Company and the British Parliament, following the selfish commercial policy of a hundred years ago, discouraged Indian manufacturers in the early years of British rule in order to encourage the rising manufactures of England. Their fixed policy, pursued during the last decades of the eighteenth century and the first decades of the nineteenth, was to make India subservient to the industries of Great Britain, and to make the Indian people grow raw produce only, in order to supply material for the looms and manufactories of Great Britain”. (Dutt xxv)

The systematic undermining of Indian industries by British colonial policy resulted in economic exploitation and dependence on British produced goods, which had profound effects on India's economy and society. Purposefully done, such methods enabled the British to exploit India's riches and control every bit of the land for very long decades.

## 6. National Beginnings

Surprisingly, a British person was responsible for the founding of the Indian National Congress (INC) and the initial rumblings of a national movement. Allan Ovtavian Hume delivered a speech to the Calcutta University graduation class. The first meeting of the INC, which consisted of lawyers and other intellectuals, took place on December 28, 1885. Giving Indians a stronger say in their own destinies was their main goal (Walsh 154). Not long after the Congress Party was founded, there was a conflict with the British. This organization demanded that “the Government should be widened and that the people should have their proper and legitimate share in it”(qtd. in. Hiro 259). There were just two Muslims present out of roughly 72 delegates from various locations, most of whom were upper class Hindus and Parsis. It was through this organization that India gained independence. Most leading names in the Indian Congress were famous lawyers like Motilal Nehru, and his son Jawaharlal Nehru, who served as the country's first prime minister. Moreover, the congress embraced M. K. Gandhi as one of the most effective members of the group (Blackwell 37).

Ironically, some of the laws made and executed by the British colonizers fell to the service of Indian resistance. It would not have been possible to have such a meeting, the organization itself, or the nationalist/independence movement, if the English language had not served as a lingua franca after the Governor-General declared it as the official language of instruction in 1835. Indian men with peer knowledge of English laws realized the potential of constitutional democracy when that decision was made and started using the British arms against the British themselves. Since no single Indian language could claim the majority of speakers, English served as a conduit for knowledge transfer between educated individuals in disparate sections of the country. English served as a unified tool of communication that enabled Indian people from different regions, and who spoke different languages to agree upon the methods of resistance and revolution. Certain divisions that took place in India, such as the creation of Pakistan, proved the dream of national unity to be anything but an easily fulfilled task. However, the nationalist movement still succeeded

in bringing the diverse cultures and languages, the religious sects and castes, into a new identity: Indian.

## 7. Tasks

**Task One:** Read the following excerpt from Charles Dickens' Victorian novel *Hard Times* then write a critical essay in which you analyse the texts in terms of being a reflection of life during Victorian Britain. Your essay must include insights of elements studied in class.

Coketown, to which Messrs. Bounderby and Gradgrind now walked, was a triumph of fact; it had no greater taint of fancy in it than Mrs. Gradgrind herself. Let us strike the key-note, Coketown, before pursuing our tune.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and to-morrow, and every year the counterpart of the last and the next.

These attributes of Coketown were in the main inseparable from the work by which it was sustained; against them were to be set off comforts of life which found their way all over the world, and elegancies of life which made, we will not ask how much of the fine lady, who could scarcely bear to hear the place mentioned. The rest of its features were voluntary, and they were these.

You saw nothing in Coketown but what was severely workful. If the members of a religious persuasion built a chapel there — as the members of eighteen religious persuasions had done — they made it a pious warehouse of red brick, with sometimes (but this is only in highly ornamental examples) a bell in a birdcage on the top of it. The solitary exception was the New Church; a stuccoed edifice with a square steeple over the door, terminating in four short pinnacles like florid wooden legs. All the public inscriptions in the town were painted alike, in severe characters of black and white. The jail might have been the infirmary, the infirmary might have been the jail, the town-hall might have been either, or both, or anything else, for anything that appeared to the contrary in the graces of their construction. Fact, fact, fact, everywhere in the material aspect of the town; fact, fact, fact, everywhere in the immaterial. The M'Choakumchild school was all fact, and the school of design was all fact, and the relations between master and man were all fact, and everything was fact between the lying-in hospital and the cemetery, and what you couldn't state in figures, or show to be purchaseable in the cheapest market and saleable in the dearest, was not, and never should be, world without end, Amen.

No. Coketown did not come out of its own furnaces, in all respects like gold that had stood the fire. First, the perplexing mystery of the place was, Who belonged to the eighteen denominations? Because, whoever did, the labouring people did not. It was very strange to walk through the streets on a Sunday morning, and note how few of them the barbarous jangling of bells that was driving the sick and nervous mad, called away from their own quarter, from their own close rooms, from the corners of their own streets, where they lounged listlessly, gazing at all the church and chapel going, as at a thing with which they had no manner of concern. Nor was it merely the stranger who noticed this, because there was a native organization in Coketown itself, whose members were to be heard of in the House of Commons every session, indignantly petitioning for acts of parliament that should make these people religious by main force. Then came the Teetotal Society, who complained that these same people would get drunk, and showed in tabular statements that they did get drunk, and proved at tea parties that no inducement, human or Divine (except a medal),

would induce them to forego their custom of getting drunk. Then came the chemist and druggist, with other tabular statements, showing that when they didn't get drunk, they took opium. Then came the experienced chaplain of the jail, with more tabular statements, outdoing all the previous tabular statements, and showing that the same people would resort to low haunts, hidden from the public eye, where they heard low singing and saw low dancing, and mayhap joined in it; and where A. B., aged twenty-four next birthday, and committed for eighteen months' solitary, had himself said (not that he had ever shown himself particularly worthy of belief) his ruin began, as he was perfectly sure and confident that otherwise he would have been a tip-top moral specimen. Then came Mr. Gradgrind and Mr. Bounderby, the two gentlemen at this present moment walking through Coketown, and both eminently practical, who could, on occasion, furnish more tabular statements derived from their own personal experience, and illustrated by cases they had known and seen, from which it clearly appeared — in short, it was the only clear thing in the case — that these same people were a bad lot altogether, gentlemen; that do what you would for them they were never thankful for it, gentlemen; that they were restless, gentlemen; that they never knew what they wanted; that they lived upon the best, and bought fresh butter; and insisted on Mocha coffee, and rejected all but prime parts of meat, and yet were eternally dissatisfied and unmanageable.

### **From Book 1, Chapter 5: "The Keynote"**

**Task Two:** Choose the correct answer among the multiple suggestions

**1. Based on what fact did Victorian era gain its title?**

- a) Because of the multiple victories in the wars
- b) Because Britain was ruled by Queen Victoria
- c) Due to the expanse of Victorian literature

d) Because of British Imperialism

**2. During the Industrial Revolution, transportation was significantly affected by? a)**

Steam engine

b) Automobile

c) Airplane

d) Trains

**3. Which famous author is synonymous with Victorian literature?**

a) Charles Dickens

b) William Shakespeare

c) Jane Austen

d) Emily Brontë

**4. During the Victorian era, a serious tension was witnessed between.**

a) Middle class and upper class

b) Working class and factory owners

c) Religion and Science

d) Agriculture and Industry

**5. What was the prevailing social class structure during the Victorian Era?**

- a) Aristocracy, Bourgeoisie, workers
- b) Serfs, Nobles, and Monarchs
- c) Lords, Knights, and farmers
- d) Merchants, Artisans, and authors

**6. What was the name of the movement advocating for the rights of workers?**

- a) Romanticism
- b) Realism
- c) Chartism
- d) Social Darwinism

**7. What was the primary theme of many Victorian novels?**

- a) Adventure and Exploration
- b) Love and Romance
- c) Mystery and Intrigue
- d) Social Commentary and Morality

**8. Who is often considered the "Father of the Enlightenment"?**

- a) Lord Melbourne
- b) René Descartes
- c) Daniel Defoe
- d) John Locke

**9. Which of the following was a key feature of Enlightenment thinking?**

- a) Emphasis on religious dogma
- b) Acceptance of absolute monarchy
- c) Advocacy for reason and rationality
- d) Rejection of scientific inquiry

**10. Which scientific trend had a profound impact on Enlightenment thinking? a)**

- Theory of relativity
- b) Germ theory of disease
- c) Law of gravity
- d) Theory of evolution



**11. Who is the Enlightenment philosopher who argued for the separation of powers in government?**

- a) Montesquieu
- b) Voltaire
- c) Jean-Jacques Rousseau
- d) John Locke

**12. Which of the following was a major criticism of the Enlightenment?**

- a) Emphasis on superstition and tradition
- b) Advocacy for absolute monarchy
- c) Lack of emphasis on reason and rationality
- d) Exclusion of women and marginalized groups

**13. What was the primary purpose of the British East India Company in India?**

- a) To establish trade routes with China
- b) To exploit India's natural resources
- c) To promote cultural exchange
- d) To spread Christianity

**14. What is considered as one the British imperial strategies in India?**

- a) Killing leaders of revolutionary groups
- b) Divide and conquer
- c) Smuggling
- d) spreading Christianity

**15. The beginning of formal British rule in India was marked by?**

- a) The Battle of Plassey
- b) The Sepoy Mutiny
- c) The Partition of Bengal
- d) The Indian Rebellion of 1857



**SECOND SEMESTER:**  
**America from Independence to**  
**Establishment**

## Lecture One: The American War of Independence

### 1. Introduction

The United States of America was founded as a result of the American Revolution, a political uprising that split England's colonies in North America from Great Britain. Embodying and reflecting the principles of the Age of Enlightenment, and emphasizing the rights of life, liberty, and property, the American Revolution, also known as the American War of Independence or the Revolutionary War, started in 1775. The first shots were fired in Massachusetts in Concord and Lexington. This war enabled America to separate from Great Britain and helped to create a new nation. The war lasted for eight year and ended in 1783 (Agha 2). At its core, the American war of independence was planned and then launched after the refusal of King George III to respond to the repeated demands of American colonists concerning fair representation in British parliament (Brooke 7).

### 2. Reasons behind the War

**Lack of Representation:** as time passed, the colonies started to experience the feeling that they only existed for the sake of supporting the mother land, without having their own rights. The farming, trade, and even rising industries of the colonies were directed towards the benefit of the government in the main land. At the same time, the colonists declared their wish to be heard by the king in Britain. Before the war broke, the colonists declared their desire to remain loyal citizens of the crown, with the condition of having full access to the same rights enjoyed by other citizens in Great Britain (Jiangli 97). The two parts lacked effective communicative strategies, and separation was seen as the best, though costly alternative.

**The French-Indian War, or the Seven Years War:** Soon after the seven years war that took place between the French and British powers over who won custody and control of North America, American colonists showed no wish of departing from their original land (Britain). As stated by Dickinson, American colonists were “pleased to be subjects of British empire, and were proud to

regard themselves as freeborn Britons enjoying great liberty and prosperity than most people on earth.” (Dickinson 91). However, The British were fighting a worldwide war against the French and the Spaniards in Europe, Asia, the West Indies, and North America, while the colonists saw the war as a campaign to remove the threat posed by the French and their Indian allies and obtain land north and west of their own settlements. The British government expected its colonists to contribute to their nation’s wars both financially and militarily, much like the rest of the British Empire, as British subjects (Jiangli 97). , The colonists argued that they are deprived their rights as rightful British citizens, as thus, they refused to pay the requested money. Consequently, British government imposed a number of taxes, which the colonists considered as a type of hostility.

**Unjustified Taxation:** In order to help pay for the soldiers, the British government decided to start taxing the American colonists and placed numerous punitive procedures in case the colonies refused to pay them. Among these acts, there are:

- **Sugar Act of 1764:** In 1764, the American colonies of Great Britain were subject to a levy on molasses, which is the unprocessed sugar required to make rum. The Act called for a tax of three pence on every gallon of molasses, taxed wine and other goods, and provided for strict enforcement (Passant 24).
- **The Stamp Act of 1765:** it said that every official piece of paper that a colonist purchased had to have a stamp or seal applied to it. These products comprised paying cards, newspapers, licenses, notes, and legal documents. The colonists might face jail time or a fine if they refused to purchase these stamps. Against this act, the colonists argued that if their purchased goods are to be taxed, this means that they should also have the right to put taxes on their lands and everything they produce in the American colonists (Hofstadter 68).
- **The Townshend Acts 1767:** The British withdrew the Stamp Act in response to the outcry and demonstrations, but they replaced it with the Townshend Acts, which levied taxes on 72 commodities and modified the tea tax. The tax money was planned to pay royal

governors in British colonies. Eventually, many other taxes were cancelled except for the tax on that the British kept on purpose 'to make the point that the crown could tax when it chose to do so' (Norquist 2012). The Americans didn't think the taxes were fair because they had no elected representatives in the British government. Great Britain did not stop there. The British continued to pass a series of laws to restrict the colonies and hold them partly responsible, once again, for British protection from possible attacks by the French or Native Americans. Initially, colonists decided to boycott British tea, but later these taxes led to the Boston Massacre and Boston Tea Party. A group of 100 men disguised like Native Americans, with hundreds of supporters on land, boarded an East India Company ship and tossed the tea it was carrying in overboard as part of a direct action to support the tea boycott (Harman 269).

### **3. The First Continental Congress**

As a direct response to the intolerable acts, the colonists held the First Continental Congress (1774) took place in Philadelphia to decide on the next step. It included leaders such as George Washington and agreed to boycott British goods, arm themselves and form militias, and appeal directly to King George III who eventually refused their appeals and denied them representation in Parliament (Passant 26).

### **4. The Battle of Lexington and Concord 1775**

The American War of Independence began on April 19, 1775, with the Battles of Lexington and Concord, which are remembered as the "shot heard 'round the world" (1775-83). It convinced many Americans to take up arms and support the cause of independence, which was politically terrible for the British (Biersteker13)

### **5. The Second Continental Congress**

It demanded an official break with Britain. As a result, Thomas Jefferson wrote the Declaration of Independence, which outlined all the justifications for the colonies' separation from the King as

well as their rights and complaints. A small group of persons who backed the revolution and signed the Declaration were referred to as "Patriots," a decision that cost them dearly. Others were Americans who backed the king, known as "Loyalists." The soldiers in the British Army were referred to as "Lobsterbacks" or Red Coats. Despite the British's superior weaponry, discipline, and training, the colonists had a greater understanding of the terrain and could shoot with more accuracy, especially after picking up many skills from the Native Americans. Their American leader was George Washington. The General Cornwallis led the British army (Klien 7.)

During the war of independence, many powers supported American colonists, France and Spain being the most important ones. Among the causes of this alliance were the trade with North America's rapidly expanding economy, retaliation for the Seven Years' War, and disrespect for the 1763 Peace Treaty (Jensen, 77). Those leaders either desired to possess a portion of America or had already made a claim to it. Moreover, France supplied a significant portion of the gunpowder used in America. Leaders from Germany and Poland also assisted the Americans.

#### **6. The War's Most Important Battles:**

Many battles were fought during the war of independence:

- **Fort Ticonderoga Battle 1775:** the Americans were victorious thanks to the strategic location of the fort that was taken without firing a shot while British children and women were captured and cannons were taken to fight further wars.
- **Battle of Bunker Hill,** the Americans were outnumbered by the British soldiers and ran out of ammunition. Just like the Americans, the British army also lost a big number of soldiers. Despite losing the battle, Americans still considered it a moral victory. (Sitko 11)
- **Battle of Trenton:** it took place in 1776. General Washington planned a surprise attack on the British the day after Christmas and won the battle. After that, the turning point of the war occurred as a result of the Battle of Saratoga in October 1777. It was the biggest



American victory as the British General Burgoyne surrendered to American General Horatio Gates (Agha 19).

- **Battle of Yorktown:** it took place in 1781. General Cornwallis had brought a sizable contingent of British forces to Yorktown, Virginia, with the intention of organizing a fresh assault. General Washington discovered that the Americans were assisted by a French blockade, which prevented the British from escaping, when he arrived in Yorktown. With American forces roughly double in size, British General Cornwallis had nowhere to go. (Skito 14).

## 7. The Official End of the War

The Treaty of Paris 1783, which was signed two years after Yorktown, marked the formal conclusion of the war. To negotiate a peace treaty, delegates from America, Britain, Spain, and France convened in Paris. Numerous geographic boundaries, including those between the US and Canada, were established by the treaty. After the British left Canada, the French took control of a portion of the nation. Spain regained possession of Florida. Although the war was declared to have finished in September 1783, there were still minor but violent conflicts throughout the United States. Those who had not supported the Revolutionaries' cause or remained devoted to the king faced penalties (Bevan 12). Certain Loyalists, for instance, were "tarred and feathered." Many harbours were filled with ships waiting to return Loyalists to Canada or Great Britain. The country was in need of a new government and a written document to finalize it. The Articles of Confederation, written by John Dickinson in 1777 and ratified in 1781, served as America's primary government between 1781-1787. Americans created a "more perfect union" with the creation of the United States Constitution. American society experienced changes in respect to political and social life (Wood 2).

## **Lecture Two: American Westward Expansion**

### **1. First Steps Towards Expansion**

In the nineteenth century, the United States expanded its territory westward at a dramatic pace. Historians mostly term this act as “Westward Expansion”. This expansion was greatly aided by what is known as the Louisiana Purchase of (1803). After long negotiations, President Thomas Jefferson bought land from France, avoiding war with the French and doubling the size of The US. (Billington 37). The Louisiana territory extended from the Gulf of Mexico to Canada, west of the Mississippi River to the Rocky Mountains. Owning this land meant that no European force could halt further westward expansion of America.

### **2. Lewis and Clark Expedition**

Another significant stage in the westward expansion process was the Corps of Discovery Expedition, popularly known as the Lewis and Clark Expedition (1804). Forty-eight hardy young men, led by William Clark and Meriwether Lewis, went out into the unknown in the spring of 1804, traveling up the Missouri River. With the help of Sacajawea, an Indian woman, they arrived at the Pacific Ocean in November 1805 after reaching the Rocky Mountains in May 1805. President Jefferson wanted Lewis to do more than find a river route to the Pacific Ocean. He wanted him to draw “accurate maps that included important landmarks and campsites, as well as recording data about the climate, soil, plants, and animals” (Backus 10). During the expedition, the Americans made contact with more than 72 native tribes. Indeed, president Jefferson insisted that each detail about the journey be recorded, including observations on native tribes and their routines of life and movement (Billington 85)

### **3. Manifest Destiny**

The term "Manifest Destiny," which was coined by John Louis O'Sullivan to refer to the idea that the United States would inevitably continue to expand its borders westward to the Pacific and beyond, was widely accepted and supported by Americans in the 1830s and 1840s. As stated by Ray Bellington , manifest destiny mentality caused the destruction of whole generations of

native Americans whose sole “crime was an insistence on maintaining their cultural identity rather than assimilating into the white social order” (315). The Five Civilized Tribes and other American Indians residing east of the Mississippi River were to be relocated when President Andrew Jackson signed the Indian Removal Act in 1830. Treaties were expected to be signed by the tribes in order to relocate to what was then known as Indian Territory, or modern-day Oklahoma, west of the Mississippi. Native Americans were nonetheless forced to relocate westward, ceding their territories to incoming immigrants, despite being given the freedom to make their own decisions by signing optional removal treaties. The outcome was the Trail of Tears, a route that 15,000 Indians traversed over 1,200 miles before around 4,000 of them perished from sickness, malnutrition, and exposure. As stated by (Stewart 47), the “Indian Removal Act marked a dark chapter in American history”.



**Symbol of the Manifest Destiny belief**

**Source:** <https://www.britannica.com/event/Manifest-Destiny>

#### **4. Oregon Trail**

Above all, Oregon was the region that drew the attention of settlers in the 1840s. The Oregon Trail was an ancient land path that led to what is now the Western United States. Officially, this well-known road began in Independence, Missouri, and ended in Oregon. While the Eastern United States was densely populated in the 1800s, tales of the excellent farming in Oregon began

to circulate, making people more than eager to obtain farms in its fertile surface (Billington and Ridge 59). Posters and boosters promoted free land in the West, which contributed to the "Oregon fever" that afflicted thousands of families. In order to purchase a wagon, or "prairie schooner," to travel from Missouri to Oregon, they sold everything they owned. Despite the high risk of the journey, people took the risk in order to obtain free lands (Tieck 7). The majority of them never made it to Oregon because of opposition from the Indian territories.

## **5. Mexican-American War**

Mexicans believed that America was behind Texas' 1836 seceding from Mexico. America formally annexed Texas in 1845 in response to pressure from the South to admit another slave state to the Union. As result, the Mexican-American War came to establish the location of Texas and Mexico's southwest border and make borders clearer. Because of the fact that Texas was a small area between two major nations, Texans believed joining America to be a smarter decision

(Behnke 17). Attacks occurred when US forces led by General Zachary Taylor crossed the border. The United States declared war in retaliation. From May 1846 to September 1848, the war was raging. Mexico gave over all or a portion of what would eventually become the states of California, Nevada, Utah, Colorado, Wyoming, New Mexico, and Arizona to the United States as part of the terms of the Treaty of Guadalupe Hidalgo (1848), which put an end to the war (Behnke 35). Both Westerners and Southerners supported the war because they believed that a larger United States would be to their advantage. However, a large number of Northerners opposed the war for moral reasons such as refusal of slavery.

## **6. California Gold Rush**

On January 24th, 1848 James W. Marshall reported finding gold in Coloma, California on the American River. Marshall had worked for Johan Sutter to construct a sawmill. The sawmill owned by Sutter would never be put to use for its intended purpose. Rather, it turned into the first stop on the California Gold Rush itinerary. Locals were the first to experience the California Gold

Rush (Mattern 7). Those already residing in California were the first miners to try their luck, but word of the discovery quickly spread. In December of 1848 President James K. Polk confirmed the discovery in his Fourth Annual Message to Congress. Following this discovery and announce, a large influx of courageous travellers seeking fortune arrived from all over the United States. The term "49ers" was given to the first group of immigrants when they set out in 1849.



### **Discovery of Gold in the region of California**

Source: <https://www.ocregister.com/2017/05/12/how-the-word-rush-was-put-incalifornia-gold-rush/>

### **7. The Homestead Act**

The 1860s saw a further increase in westward expansion, particularly when the Homestead Act of 1862 was approved by Congress and gave settlers access to land in the United States' western regions. The Homestead Act, which President Abraham Lincoln signed into law on May 20, 1862, encouraged expansion by offering settlers 160 acres of public land in western regions (Porterfield 25). In return, homesteaders had to pay a nominal application fee and fulfill a five-year residency requirement before being granted land ownership. Homesteaders also had the option of buying the land from the government for \$1.25 per acre after six months of residency. Eighty million acres of public land were distributed by 1900 as a result of the Homestead Act.

Easy roadways were necessary for settlers to go from the U.S. East Coast to the West Coast as the country's westward expansion progressed. There had to be a solution because the trek was costly and frequently risky. The Pacific Railroad Bill was approved by Congress in 1862. The bill

allocated funds and public land to support the building of a transcontinental railroad. In 1869, the route was prepared for traffic. However, tensions between the workers and Native Americans increased because the road's construction caused the buffalo population, that was the main source of native food supply, to disappear. As result, The Plains Indians were forced to alter their way of life in order to survive (Billington 371).

## **8. Conclusion**

Lastly, the American government declared that the West has been explored in the early 1890s. There were signs all over the country, visible to all Americans who wished to celebrate the nation's new achievement. The Great Plains and the Far West were not only substantially occupied but also largely populated, and the frontier movement was coming to an end. The frenetic days of westward expansion were likewise coming to an end. Native American towns had been converted into reservations, and the vast buffalo trails had become railroad lines. In essence, Americans fulfilled their dream of expansion and doubled the size of their country. However, the true victims of the Westward Expansion were Native Americans who had to leave their land and seek refuge in other places where they could not fit easily. Some native Indians were of help to white settlers, thus, their lives were saved. But those who resisted white American will suffered the most.

## Lecture Three: The American Civil War

### 1. Definition

The American Civil War was one of the bloodiest wars in American history. It was a war between people of the same country and reflected a simmering tension between people of North America and their counterparts in the South. The war lasted from 1861 and 1865 and was mainly a result of differences in economic resources and socio-political views (Bigua and Rabhi 1). The South was mostly pro-slavery for the reason that its fundamental economic activity (agriculture) depended mostly on slaves who were brought from Africa to serve white American masters and cultivate their lands. In contrast to the South, Northern American states were entirely industrialized and opposed racist and hierarchical practices adamantly. Throughout the active years of the war,

Northern states were referred to as "The Union" while the South was known as "The Confederacy."

### 2. Causes of the American Civil War

The war happened due to the culmination of many incidents and events that raised tension between the north and the south gradually. On the other hand, the election of Abraham Lincoln served as an instant and urgent cause that turned the south against the Union and initiated the war on a larger scale. Major causes of the American Civil War include the following:

**Dispute upon Slavery:** long time before the civil war, slaves were brought from Africa by British ships that were serving in the flourishing of European triangular trade. Those slaves were then sold to American owners of the land where they worked in agriculture that was considered as the main source of income for Southern Americans. As stated by Peter Kolchin in his book *American*

*Slavery*, most slaves in the south "worked on cotton and tobacco plantation by 1800's, and they constituted about one third of the Southern population" (94). Tension between the two sections started to rise when leaders of the union, along with most of northern population, started to call for abolishing slavery and granting slaves their freedom. For the north, abolishing slavery was not a serious issue as most of their income came from industrial activities that need not require keeping

slaves. However, the southern part argued that by preventing landowners from keeping slaves, their agriculture, and thus, their financial balance would fall drastically, especially that their economy was already falling behind when compared to northern richness. The northern system, the confederacy thought, intentionally served the interests of northern economy while neglecting Southern prosperity (Newman and Schmalbach 250), a matter that led to serious crisis between the two parts and paved the way for a civil war.

**Abolitionist Literature:** With the rise of slavery in the southern part of America, numerous authors, including people from the Union and some slaves who managed to gain some modest learning, took it upon themselves to defend slaves. They decided to write texts (both fiction and nonfiction) that would expose the true face of slavery and tell readers in America and beyond about the rough and humiliating circumstances of slaves. Those authors stood firmly against social and political institutions of slavery (Bigua and Rabhi 10). One of the most famous texts that contributed to the beginning of slave abolishment movement in America was *Uncle Tom Cabin (1852)*, a novel by Northern writer Harriet Beecher Stowe. The novel imagined a story of conflict between a slave named Tom and the institution of slavery presented by an imaginary slave owner whom Stowe named Simon Legree. Rage soon rose from people who wished to abolish slavery as the novel copied the daily suffering experienced by slaves in Southern America, thus, they initiated a war against slavery that eventually led to actual conflict between the two parties. Upon meeting the author of the novel, President Abraham Lincoln addressed her, saying "So you are the little woman who wrote the book that made the Great War" (Galbraith 342), a matter that highlights the important and effective role played by literature in changing world politics. Other examples of literary works that encouraged slavery abolishment are Hinton R. Helper's *Impending Crisis of the South*, Far Bierce's *An Occurrence at Owl Creek Bridge*, and Alice Walker's *The Color Purple*.

**Popular Sovereignty:** It gave the people the freedom to choose whether their territories would become slave or free states when they joined the Union. Its opponents referred to it as "squatter sovereignty". Senator Stephen Douglas argued that each state should decide freely whether they



keep slaves or stop the practice of slavery at once. He was in favour of people sovereignty over the aforementioned territories. One aspect of state sovereignty was the notion that the federal government had delegated to the states the prohibition against slavery. The Northern states opposed state sovereignty, whereas the Southern states upheld it. On the other hand, Jefferson

Davis addressed the congress, stating that his state should be rightfully allowed to secede from the Union that should also guarantee southern states protection from the “oppressive majority” (Bigua and Rabhi 6).

**Tariffs and Economic Policies** : The South, which depended on foreign trade, saw high tariffs as harmful to its economy, while the Northern states supported protective tariffs to defend their industries. The high duties imposed by British merchants led to the nullification affairs. Southerners were in uproar because of the tariff duties related to British importation (Galbraith 303).

**Election of Abraham Lincoln (1860)**: This event could be determined as the major cause that led to the beginning of the American civil war. While Southerners worked to preserve their rights and the idea of self-representation in general, Northerners wanted to win the election in order to uphold their anti-slavery principles. The Confederate States' decision to secede from the Union was influenced by those elections. Lincoln did not receive any vote from the South, but he still prevailed in the popular vote, a matter that raised Southern concern about the possibility of

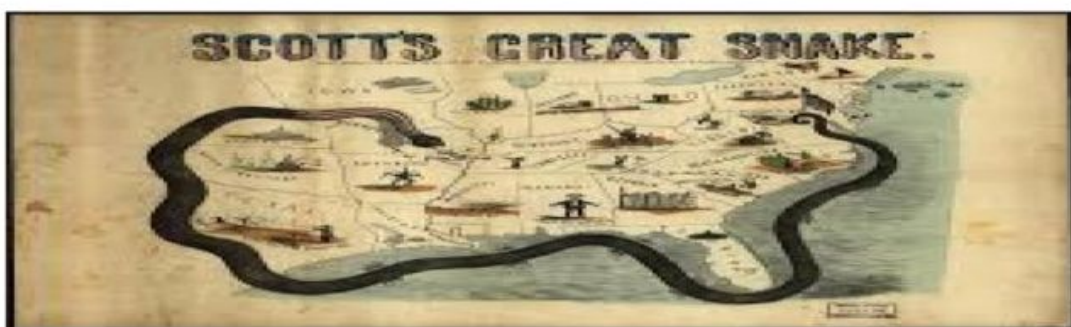
Lincoln's passing any law that would lead to slavery abolishment. South Carolina was the first state to secede from the union to be later followed by ten other slaves, creating a total of eleven seceding states that later formed the Confederacy. David Jefferson was then nominated as the leader of the seceding states that stood in rivalry with Lincoln's Union (Bowma 112).

### 3. Main Strategies and Events

As the war broke up between the Confederacy and Union, each part opted for many strategies to defend its principles and gain supremacy over the enemy part. Mostly, the Northern part was had a leading position due to its industrial power and more developed means of the war

**The Union Blockade:** The Confederacy was isolated and prevented from creating a substantial war economy by the Union naval blockade. A blockade of all Confederate ports was declared by Abraham Lincoln in order to stop the South from transporting cotton and military materials. However, since the industrialized North could manufacture weapons for itself, Union states did not face a shortage of them. This blockade resulted in what Paddy Griffith terms as the “Lancashire cotton famine” (Griffith 9).

**The Anaconda Plan:** this strategy was effected by General Winfield Scott. This blockade took its name from the shape Union soldiers surrounded Confederacy states that looked like an anaconda choking its prey. During this blockade, “ the cotton trade was stifled and some important obstacles were placed in the way of gun-runners from Europe to the Confederacy (Griffith 32), because the Union blocked the Atlantic and the Gulf of Mexico.



**Anaconda Plan**

Source: <https://encyclopediavirginia.org/entries/anaconda-plan/>

**The Battle of Antietam (1862):** it was a big victory for the Union. The battle took its name in reference to the its location at the Antietam Creek, Maryland town of Sharpsburg. This battle was the first one taking place at Union soil under the lead of General McClellan. By the end of this battle, the Confederacy army led by General Robert. E. Lee surrounded to Union soldiers after the failure of his military tactics to stand against Union power. As stated by Douglas Brinkley, the battle of Antietam was “one of the bloodiest days in the history of America”(Brinkley 112)

**Emancipation, Proclamation:** Despite its devastating nature, the Civil War produced some positive outcomes, such the Emancipation Proclamation issued by president Abraham Lincoln. From a moral standpoint, Abraham Lincoln freed the slaves and saw slavery as a transgression against humanity. Lincoln considered slaves as natural citizens and rejected that they were anyone's property. He stated in the Gettysburg Address in November 1863 that he intended to maintain the Union as a single country based on the idea that all men are created equal. Within his speech, Lincoln declared to his listeners that “all persons held slaves within said designated States” are and “henceforward shall be free” and that all of the American government and army would assists the freedom of enslaved people in America (qts. Holzer et.al 73).

**Gettysburg Address (1863):** the most famous speech President Abraham Lincoln has ever delivered. Most of what he said concerned ending slavery. "All men are created equal" and "This nation, under God, shall have a new birth of freedom" are two of his most significant quotes said during his address to Americans at the Soldiers' National Cemetery. As stated by (Holzer et.al 75), the 272 words speech, despite its short wording, revived in the heart of Americans the hope of regaining freedoms and re-establishing peace.



**President Abraham Lincoln's Address to American People**

Source: <https://education.nationalgeographic.org/resource/gettysburg-address/>

**4. African-American Role in the War** despite the fact that African-Americans were the category of people that suffered the most from slavery and maltreatment under the mercy of people of the confederacy, slaves still played an important role in this war against the Union. Divided between navy and marching soldiers, black troops participated in almost every battle against the Union, many of them died, while the rest either kept fighting, (DeFord 59), especially after repeated confirmations from southern leaders that Africans would never be considered or treated as rightful citizens. Some groups of slaves, not able to endure the torture practiced against them, worked hard to flee the South and headed towards Union states where they found more assistance and support by abolitionists. By 1863, approximately 10,000 former slaves had come to Washington, primarily from Maryland and Virginia and were fighting on behalf of the Union. This specific group of African Americans is generally referred to as "Contraband" (DeFord 54). Freedmen's Village is one of the most important contraband camps located on the bank of the Potomac River in Washington D.C.

#### **5. Women in the Civil War**

Women entered the workforce to serve as teachers, factory workers, and nurses while men fought in the war. They fought for the abolition of slavery and their right to vote at the same time. Clara Barton is a noteworthy illustration. She was among the first volunteers to show up at the

Washington Infirmary to tend to injured troops when the Civil War broke out (Massey 51). Barton also supplied medical supplies and founded the Red Cross. Barton's views were primarily against slavery. In addition to names like Barton, wealthy women outfitted entire groups of soldiers and endowed institutions that cared for them. In the same way, poor women travelled for long distances to support and aid society headquarters to obtain cloth and yarn used to make clothes for soldiers and prepare food for them (Massey 35).

## **6. The Aftermath of the Civil War**

The army of the Confederacy was worn out by the spring of 1865. General Robert E. Lee surrounded, and his attempt to escape to Lynchburg was blocked. Lee's subordinate officers advised him to disperse his army and pursue the fight via guerrilla means, but he could see that nothing would be of use at that time. When all of the seceded states re-joined the Union and embraced the conditions under which it was founded, peace eventually resulted. Notably, this entailed ratifying the Thirteenth Amendment, which outlawed slavery in the United States, in January 1865. More than 600,000 people died as a result of this war—the highest amount in the history of the country. At that time, Americans saw that they needed a plan for Reconstruction to rebuild the nation, a matter that urged them to start a new era that is mostly referred to as “Reconstruction Era” in American history.

The Civil war caused serious destruction in American wealth and soil. However, passing of emancipation proclamation and other amendments, such as the Thirteenth Amendment, by the American government assured the abolition of slavery all around American lands. During Reconstruction, Americans moved from the step of freeing African slaves into guaranteeing them total rights and full American citizenship. This matter itself was a serious challenge because of numerous parts that opposed the idea. Union in America remained a tough goal to be achieved due to racial dogmas and hierarchical mentalities.

## **Lecture Four: Reconstruction Era**

### **1. Introduction**

During the Civil War, most of the land in the South was destroyed. Reconstruction Era (1865-1877) was a period during which American leaders began to rebuild the nations after the Civil War and included the process by which the federal government readmitted former confederate states. At this stage of America's history, Americans also initiated focused efforts to integrate African Americans into America society after gaining their freedom at the end of the civil war. Both the economic and political spheres were in need of reconstruction and reparation. Throughout reconstruction, America witnessed a number of leaders, events, contradicting sociopolitical opinions, and multiple challenges that gave the effort a mixture of positive and negative facets.

### **2. First Steps towards Reconstruction**

The process of reconstruction began even during the Civil War, when Union soldiers had taken control of large portions of the South. In an effort to quickly restore national unity, Abraham Lincoln proposed his plan for reconstruction in December 1863, which called for the states' new constitutions to forbid slavery. The Thirteenth Amendment was ratified in 1865, officially outlawing slavery (Vorenberg 176-79). The Freedman's Bureau, established by the Congress in 1865, provided food, clothes, education, and other necessities to both destitute White people and freed slaves (Stroud and Schomp 32). Although slaves in the South were legally free, they were not accorded the same privileges as white Americans and, for the most part, were without a place to reside, food, or shelter. Sharecroppers (Downs and Masur 22), who rent land from white landowners in exchange for a portion of the crops grown, were a common occupation for former slaves.

Lincoln unveiled a reconstruction plan prior to his death. The strategy was referred to as the Ten Percent plan or the Lincoln Plan. It stated that everyone who swears allegiance to the US and agrees to abide by all US laws pertaining to slavery would be eligible for general amnesty. To

ensure readmission, the oath would have to be taken by at least 10% of the state's voters (12 Morgan 26). But Thaddeus Stevens and Charles Sumner, the leaders of the Radical Republicans, opposed his measures, saying they were too lenient and not a strong enough effort to grant freed slaves total rights, in addition to being a very loose decision in comparison with the destructive results of slavery practiced by the South. Their goal of Radical Republicans was to prevent Confederate officials from regaining control after the war.

### **3. Radical Reconstruction**

On April 9, 1865, the Civil War came to an end. Less than a week had passed when Abraham Lincoln was assassinated on April 14, 1865, and his plan had not yet been implemented. Following Lincoln's assassination, Vice President Andrew Johnson—who would go on to become the next president—briefly carried on Lincoln's policies. In May 1865, Johnson unveiled his own plans for Reconstruction, which included abolition of slavery as a condition for Southern states to be readmitted to the Union (Downs and Masur 12). However, despite the official abolishment of slavery and the Union's consideration of freed slaves as normal American citizens, The Black Codes started to take place as racist practices that some Southern states created with the intention of limiting the freedoms and opportunities available to African Americans (Downs and Masur 4). President Andrew Johnson did not support equal rights and did nothing to stop them.

The radical Republicans in Congress were displeased because they desired drastic measures in the South, which was expected, but not done by Johnson. Reconstruction was thus taken over by the Radicals in 1867. In addition to concern for the freedmen, their own plan was driven by a number of motives, including retaliation and the desire of some to hold the South accountable for starting the war. The Radical Republicans passed the Reconstruction Act 1867. This act “voided the legality of all existing governments in the formerly seceded states, placed the South as a whole under military rule, and specified that "no state could reconstruct itself and become re-eligible for representation in Congress without enactment of full black suffrage and wide scale disfranchisement of ex-confederate leaders” (Graff and Krout 3).

After that, the ratification of the 14<sup>th</sup> Amendment was issued, granting citizenship and equal civil and legal rights to African Americans, former slaves, and everyone born on American soil. Consequently, in 1870 the 15<sup>th</sup> Amendment promised freed slaves and African Americans full rights in matters of vote, granting them American citizenship and democratic decision making in matters of society (Downs and Masur 60). However, some southern states ignored this amendment that was only found on paper. Instead, they used literacy tests and poll taxes to prevent black people from practicing their right of voting. One of the most important examples of these practices is the formation of the Ku Klux Klan (Downs and Masur 74), a white supremacist group that beat and lynched African Americans across the South.

#### **4. Conclusion**

The opinions of many white Southerners regarding African Americans remained unchanged by the conclusion of the Reconstruction era. Even while African Americans' rights made progress, much more remained to be done. After Rutherford B. Hayes was elected president of the United States and made a number of agreements with leaders from the South, Reconstruction came to an end. The emancipated slaves were nevertheless subjected to many forms of discrimination, including lynching, poll taxes, literacy tests, segregation, and Jim Crow legislation. It was until the beginning of The Civil Rights Movement that the actual government response to these atrocities started to take place.



## **Lecture Five: The American Government**

### **1. Introduction**

When they first inhabited the new land, American colonists sought to enjoy full rights of liberty, justice, and democracy, a matter that led them to wage a warring war against British hegemony. Consequently, and after assuring independence from the confines of Great Britain, The thirteen colonies of America needed to start a new government to form a free nation that would organize daily life in America and provide an official plan for ruling the country. Former colonies were struggling through a major economic depression and just beginning to understand how to operate outside the confines of British rule.

### **2. The Constitution of 1789**

The Constitution is the fundamental and ultimate law of the United States. It lays out the framework for the U.S. government, establishes the legal basis for all of its actions, and lists and protects the rights of every American citizen. The Constitution was the result of a convention of representatives from 12 of the 13 States who met in Philadelphia in 1787. The original United States charter, which took effect in 1789 and superseded the Articles of Confederation, established the country as a federal union of States and a republic with representative democracy. The Articles turned out to be a weak system of government and this needed to be changed. When the representatives met in Philadelphia, their aim was to amend the Articles (Cavalli 14) , and not creating a wholly new governmental system.

### **3. Checks and Balances**

The American Constitution is based on the system of separation of powers, a governmental notion that was first introduced by French political philosopher Charles Montesquieu in 1748. Based on this system, the constitution created three governmental branches in the U.S. these are mainly known as The Legislative Branch, The Executive Branch, and the Judicial Branch. The name of

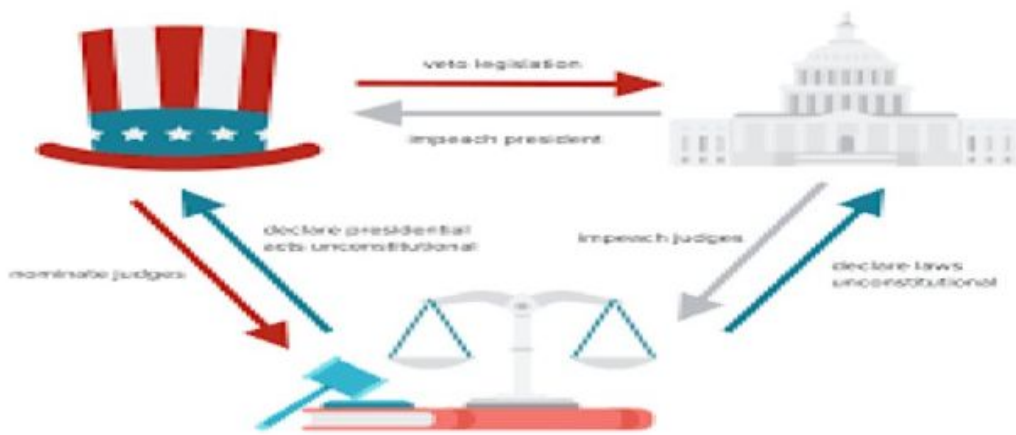
“Checks and Balances” is used to describe this approach to government because it prevents any branch from being too powerful.

**Legislative Branch:** the legislative branch is designed to discuss and debate. The House of Representatives and Senate form the Congress which itself comprise the legislative branch. The legislative branch has the authority to enact all laws, declare war, and oversee international and interstate commerce, and set tax and spending guidelines (Cavalli 190).

**The Executive branch:** The executive branch, headed by the president of the United States, is in charge of carrying out and upholding the laws passed by the legislative branch. It has the authority to enact laws, oversee the management of government organizations, and speak on behalf of the nation both at home and abroad. The leader of the executive branch is the President (Cavalli 191), who is chosen by the people.

**The Judicial Branch:** the Judicial branch is comprised of the Supreme, Circuit, municipal (city), and magistrate (local) courts. It is the branch responsible for interpreting the laws. Rather than being appointed, state judges are chosen by the election of people. The ultimate court in the country, the Supreme Court, has the highest authority when interpreting the Constitution and resolving legal disputes.

Noteworthy, The Constitution is known as a living document because it can be changed, or amended. It was changed for 27 times till the present time, but its basic form still remains the same (Strauss 1). The most potent three words in the Constitution are "We the People." They assert that the people themselves, not a president or a Congress, are the source of the Constitution's authority (Presser 2021). The entire Constitution is predicated on the idea of popular sovereignty, or power to the people.



Source: <https://politicaldictionary.com/words/checks-and-balances/>

#### 4. The Bill of Rights:

"without the Bill of Rights, the personal freedom gained from the American Revolution would be lost" (Marsh 7). The first ten amendments to the Constitution form the American Bill of Rights. In response to calls from numerous states for increased constitutional protection for individual liberties, the amendments identify precise limits on governmental power. The ten amendments were ratified in 1791. An amendment could be ratified by a lengthy and rigorous procedure that calls for more than just a majority vote. There are two ways to submit a constitutional amendment proposal. A two-thirds vote in each of the U.S. Congress's two houses is the more popular procedure. A request by Two-thirds of state legislatures is the less usual approach (Cavalli 18).

The rights supported by the Bill of Rights include:

1. Freedom of religion, speech, press, assembly, and petition.
2. Right to bear arms.
3. No Quartering of troops.
4. Freedom from unreasonable search and seizure.

5. Right to due process of law, freedom from self-incrimination.
6. Rights of accused persons, e.g., right to a speedy and public trial.
7. Right to Common Law Suits - Jury Trial.
8. Prohibition of Excess Bail or Fines, Cruel and Unusual Punishment.
9. Non-Enumerated Rights (other non-specified rights).
10. Rights Reserved to States or People.

## 5. The American System of Government

States and the people are the two agents owning the remaining powers that are not granted for the Federal government in the United Nations. These states are mainly divided into State and local governments. In America, Federal governments serves as the most dominant actor, with the State and Local ones coming next in the governmental pyramid as more localized authorities.

- **State Government:** States governments are modelled after the federal government with its three main branches discussed above. States are headed by mayors, or governors who work on keeping the nation's "republican form" in function.
- **Local Governments:** There are often two levels of local government: counties, which are sometimes referred to as municipalities, or cities/towns, and boroughs in Alaska and parishes in Louisiana. Counties are sometimes divided into townships in certain states.

Massachusetts, for instance, has 351 local governments. In the entire country, there are 16,500 towns and 19,400 cities. A local government must be granted power by the State.. Generally speaking, citizens directly elect mayors, city councils, and other governing bodies (White House 2022). Fire Departments, parks, and housing services are some examples of local governments.

## Tasks

**TASK ONE:** Inspired by enlightenment principles of life, liberty, equality, and right to property, American citizens initiated a raging war to gain their independent from the confines of Great Britain's hegemonic rule. However, as soon as independence was granted, Americans turned into copies of that system that they once sought to fight. Comment!

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## APPENDICES

### Appendix I: Samples of Critical Essays

#### 1. Sample answer of task one, Semester one, a critical essay about Victorian Britain based on the suggested excerpt from Charles Dickens' *Hard Times*.

**Task One:** Read the following excerpt from Charles Dickens' Victorian novel *Hard Times* then write a critical essay in which you analyse the texts in terms of being a reflection of life during Victorian Britain. Your essay must include insights of elements studied in class.

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Coketown, to which Messrs. Bounderby and Gradgrind now walked, was a triumph of fact; it had no greater taint of fancy in it than Mrs. Gradgrind herself. Let us strike the key-note, Coketown, before pursuing our tune.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and to-morrow, and every year the counterpart of the last and the next.

These attributes of Coketown were in the main inseparable from the work by which it was sustained; against them were to be set off comforts of life which found their way all over the world, and elegancies of life which made, we will not ask how much of the fine lady, who could scarcely bear to hear the place mentioned. The rest of its features were voluntary, and they were these.

You saw nothing in Coketown but what was severely workful. If the members of a religious persuasion built a chapel there — as the members of eighteen religious persuasions had done — they made it a pious warehouse of red brick, with sometimes (but this is only in highly ornamental examples) a bell in a birdcage on the top of it. The solitary exception was the New Church; a stuccoed edifice with a square steeple over the door, terminating in four short pinnacles like florid wooden legs. All the public inscriptions in the town were painted alike, in severe characters of black and white. The jail might have been the infirmary, the infirmary might have been the jail, the town-hall might have been either, or both, or anything else, for anything that appeared to the contrary in the graces of their construction. Fact, fact, fact, everywhere in the material aspect of the town; fact, fact, fact, everywhere in the immaterial. The M'Choakumchild school was all fact, and the school of design was all fact, and the relations between master and man were all fact, and everything was fact between the lying-in hospital and the cemetery, and what you couldn't state in figures, or show to be purchaseable in the cheapest market and saleable in the dearest, was not, and never should be, world without end, Amen.

No. Coketown did not come out of its own furnaces, in all respects like gold that had stood the fire. First, the perplexing mystery of the place was, Who belonged to the eighteen denominations? Because, whoever did, the labouring people did not. It was very strange to walk through the streets on a Sunday morning, and note how few of them the barbarous jangling of bells that was driving the sick and nervous mad, called away from their own quarter, from their own close rooms, from the corners of their own streets, where they lounged listlessly, gazing at all the church and chapel going, as at a thing with which they had no manner of concern. Nor was it merely the stranger who noticed this, because there was a native organization in Coketown itself, whose members were to

be heard of in the House of Commons every session, indignantly petitioning for acts of parliament that should make these people religious by main force. Then came the Teetotal Society, who complained that these same people would get drunk, and showed in tabular statements that they did get drunk, and proved at tea parties that no inducement, human or Divine (except a medal), would induce them to forego their custom of getting drunk. Then came the chemist and druggist, with other tabular statements, showing that when they didn't get drunk, they took opium. Then came the experienced chaplain of the jail, with more tabular statements, outdoing all the previous tabular statements, and showing that the same people would resort to low haunts, hidden from the public eye, where they heard low singing and saw low dancing, and mayhap joined in it; and where A. B., aged twenty-four next birthday, and committed for eighteen months' solitary, had himself said (not that he had ever shown himself particularly worthy of belief) his ruin began, as he was perfectly sure and confident that otherwise he would have been a tip-top moral specimen. Then came Mr. Gradgrind and Mr. Bounderby, the two gentlemen at this present moment walking through Coketown, and both eminently practical, who could, on occasion, furnish more tabular statements derived from their own personal experience, and illustrated by cases they had known and seen, from which it clearly appeared — in short, it was the only clear thing in the case — that these same people were a bad lot altogether, gentlemen; that do what you would for them they were never thankful for it, gentlemen; that they were restless, gentlemen; that they never knew what they wanted; that they lived upon the best, and bought fresh butter; and insisted on Mocha coffee, and rejected all but prime parts of meat, and yet were eternally dissatisfied and unmanageable.

### **Sample Essay**

Throughout history, very few historical epochs have been able to captivate human thought as much as the Victorian era. Spanning from 1837, the year when eighteen years old Victoria was handed the throne of Great Britain, to 1901, the year of her death, the Victorian Age reflected transformation and complexity in all spheres of life. During that age, Great Britain expanded its

territories and earned titles such as the “empire that never witnessed a sunset”. Britain’s social structure changed drastically, social classes were reshuffled and new scales appeared in measuring human worth. At the same time, science prevailed and led to a rapid overflow of inventions and machines that drowned British factories and led to the construction of a new British identity. Eventually, British economy, religion, social class interactions, and even natural and physical environment changed drastically. Indeed, the excerpt above from Dickens *Hard Times* stands as an exact mirror to life as experienced by Victorian people. Having that said, the following paragraphs are designed to provide a commentary on life as experienced by Victorian people on the basis of text quoted above.

Before delving deeper into the details of Victorian era presented in the text, one should comment on the fact that Dickens’ text itself is one of the multiple cultural facets of Britain during the reign of Queen Victoria. During that time, literature stood as one of the most effective artistic ways in both reflecting real life and effecting change through providing socio-economic and cultural commentaries used by authors of fiction to affect the readers’ perception of their societies and change them to the best. Like many other authors, Charles Dickens belonged to the school of realism that served as an exposure of the anomalies and follies of Victorian era. Through the use of techniques of satire and mockery, realism literature intended to spread awareness concerning the suffering of the working class and the destructive social and environmental effects of industrialization that were hidden behind the bright face of industry and machinery.

British Industrial Revolution, also known as the First Industrial Revolution, could be seen in the first lines of the excerpt. During the Victorian era, and based on the age of enlightenment that preceded it during the eighteenth century, Britain witnessed a rapid journey towards industrialization and machinery. Britain that was once an agricultural country where all work was manual, time consuming, and tiresome, turned into a capitalist industrialized nation embracing growing cities and factories where machines depended on the richness of British coal and the raw materials brought from colonies of the British Empire. The expression “piston of the steamengine”

reflects one of the numerous achievements that Victorian science brought forward due to the worship of science as the steam engine was a main invention to be later used in running all machines. As reflected by Dickens while describing the imaginative city of “Coketown”, the city was a reflection and “triumph of fact”. This expression indeed describes the principles of reason, logic, and science that prevailed during the age of enlightenment and served as basic source for the industrial revolution in Britain. In addition, the name of Coketown itself reflects the dependence of British industry on coal as source of energy, especially that Britain’s richness in coal supplies served as one of the most important factors that boosted the nation’s industry that granted it the title of an industrial and political superpower.

In addition to the supposed power of British industry, the period of Queen Victoria’s reign also had darker facets. When Dickens says that the town was “a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it”, he deeply reflects the negative side of British industry. Pollution was a major result of the industrialization process. Waste from factories, dyes from textile industry, and smoke from chimneys of factories polluted water sources making the water running “purple with ill-smelling dye” in rivers. Not only environmental pollution, Noise also polluted people’s ears due to the nonstop “rattling and trembling” from machines prevented British inhabitants of big towns from living in peace. Not only pollution, the excerpt from *Hard Times* also serves as commentary on the issue of social classes and their division within British society. The author says that people in the town looked the same, lived in streets that were identical to one another, and worked all day long, finishing and starting work at the same time. Such descriptions stand for the division of social classes in industrial Britain that embraced the upper class, middle class, and a working class.

The upper class in British society was the smallest in number, but the most powerful class that owned most of Victorian wealth and controlled political and economic spheres. Born rich, this category of people had no need to work; thus, they only invested in further lands and properties.

They fully enjoyed “comforts of life... elegancies of life” as described by Dickens. Next comes the middle class that contained teachers, doctors, factory managers, and bankers such as Mr. Gradgrind and Mr. Bounderby. This specific class came in-between the extremely rich and the deadly poor, and aspired to the best in life, neglecting other’s needs and trying to copy the upper class in prestige and excellency. This category of people, as described here, were “never thankful”, and constantly eager to collect riches and make money, resulting in intense pressure on the working class that was only taken as means to double middle class fortune. Endorsed in “tea parties”, this class of people only wished to raise in value and fortune while eternally blaming the working class for all negative aspects of their life. At the bottom of the Victorian social pyramid, the working class stands as a hopeless and the most suffering category of people. This category served in factories. They lived in dirty slums, dark streets, and were mostly unable to afford descent living conditions. Unlike the middle or working class who did not have to do manual hard work, the working class had to work in factories for six days a week for more than fourteen hours each day while they only received little income that would barely allow them to afford a living. For this class, no rights were granted. Most of them died at a very young age due to catching diseases from factories and harsh living conditions. At the same time, the upper classes, only sought to punish workers for their poverty instead of supporting them and creating better living conditions. This could be seen in Dickens description when he writes that governmental actions only wanted to “make these people religious by main force”, reflecting the hypocrisy of Victorian societies that did not pay any attention to such category that was mostly “hidden from public eye” or jailed when trying to ask for their rights.

Finally yet importantly, it should be said that the novel of Charles Dickens sheds light on education and schooling during Queen Victoria’s reign. “The M’Choakumchild school was all fact, and the school of design was all fact”, writes Dickens to highlight the importance of science and reason during that time. In fact, Victorian life was mostly based on facts while emotions were almost uprooted from daily life experience. Many laws were passed to assure that children would be provided basic degree of education to British children. However, those laws were still superficial.



The Education Act was passed to make education compulsory for children under the age of ten, however, children of the poor working class still could not afford going to schools that were paid. Moreover, poor families preferred their children to rather work in factories or as chimneysweepers as their small bodies allowed in order to help sustain their families. Even among children of middle class families who could afford studying, education only focused on the teaching of “facts” and practical guidelines that would allow them to grow into successful leaders of business. Hence, they turn into copies of the older generations, a matter that enlarged the gaps between them and children of the working class.

Briefly, Victorian Britain was, and is still considered, as one of the brightest historical eras that history has ever witnessed. Ranging from science, industry, social prestige, education, arts, literature, and universal political and economic power, the period granted Great Britain unlimited fame. As the excerpt from Charles Dickens’ *Hard Times* has shown, literature stood as a vivid and realistic reflection of the era and its achievements that could not be overrated. However, the period also had a another negative facet that prevailed throughout streets of London and other cities, and mostly among the lines of Working class people who lied at the bottom of the social hierarchy. At the end of this essay, it could be safely said that Victorian Britain was indeed a heaven for the rich, but, as a British historian once said, “God help the poor”.

## 2. Sample critical essay of Semester two, task one

**TASK ONE:** Inspired by enlightenment principles of life, liberty, equality, and right to property, American citizens initiated a raging war to gain their independence from the confines of Great Britain's hegemonic rule. However, as soon as independence was granted, Americans turned into copies of that system that they once sought to fight. Comment!

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### Sample Answer

As loyal British citizens in a distant land, people of the thirteen American colonies reflected an initial respect towards their motherland. However, as King George III repeatedly refused American requests for equal rights and lawful representation in British Parliament, and with the increasing hegemonic strategies of taxation and punishment against them, American colonists started to consider Great Britain as a hostile foreign power. Britain turned from the land of origin to an enemy that should be fearlessly fought for the assurance of American rights and the creation of an independent nation. Indeed, American nationalist enthusiasm was encouraged by Enlightenment principles of life, liberty, right to self-governance, and property. Nonetheless, as soon as they obtained their independence after a dreary war and a number of deadly events, Americans, in their journey of bringing the American dream to life, turned into exact copies of the colonial powers they had rebelled against.

The expansion of the United States Westward after gaining independence is one historical process that reflects American similarity to the British rule. Advertising the idea of Manifest Destiny, and the claimed inevitability of America's expansion from coast to coast as a God-given right, American government forced an irrational removal of thousands of indigenous people from their ancestral lands. The attempt to assure full expansion over new lands led to governmental passing

of the Indian Removal Act. Despite initial promises that Indigenous tribes would have the right to decide whether to leave their villages or not, American soldiers eventually used force to relocate them into farther lands that cost thousands of Indians their life due to the long distance that they had to walk in very bad wintery conditions and lack of life comforts. This event that happened due to American greed was termed as the infamous “Trail of Tears”. Additionally, the construction of rail roads that link the two parts of America together necessitated killing and eradicating huge groups of Buffalo cattle that used to be the main and only source of Indian life.

Another image that links American history to its British counterpart in this respect is the California Gold Rush and the exploration of raw materials and natural riches in the Western territories. Not only sending expeditors such as Lewis and Clark to draw accurate maps of water sources and routs, American leaders copied British imperial greed when gold was discovered in the south. As an attempt to exploit those riches, American government and gold diggers killed numerous indigenous people and eradicated their tribes totally to build roads that made the trip from Northern to Southern and Western regions easier. This was justified by the claim that these riches would contribute in the building of American economy and the growth of personal financial power of individuals as well.

In addition to the process of Westward expansion, American slavery stands as another example of the breaking of Enlightenment principles that were supposed principles of the newly build nation. Before the revolutionary war, American colonists argued that the war was justified as a tool of obtaining human rights and defending the principle that all human beings are born free and equal, thus, they deserve same duties and rights. However, a superior attitude soon floated to the surface of American attitude as soon as the Western and Southern regions were fully exploited. Because of the agricultural nature of southern states, slavery was justified as an indispensable tool in the cultivation of the vast areas that required a physically powerful working mass. Once fighting social hierarchies, Southern Americans started supporting the triangular trade, and collaborated with Great Britain as the power that brought loads of ships of slaves from Africa and placed them under

the mercy of white racist masters in the south. Not only that, American race-based discrimination continued to exist even after the abolishment of slavery as Black Codes and Jim Crow Laws kept undermining freed African Americans based on views of white supremacy.

As conclusion, it could be said that recorded history has proven that greed is an undeniable truth in almost all White powers. As soon as personal benefits were spotted, American colonists no longer cared about the principles that drew them towards initiating a war against Great Britain.

The maltreatment of Indigenous people stands as proof of their breaking of rules of human rights. The unlimited greed and their journey of fortune seeking led Americans to forget their initial principles of the equality of human beings and the rights of every person to enjoy full access to life, liberty, and prosperity.

## **Appendix II: Sample Analytical Questions for Classroom Discussion**

### **1. Suggested Analytical Question for Semester One.**

**Q1/** How did the Victorian Era shape gender roles and expectations, and what were the consequences of these societal norms?

**Q2/** What were the key cultural shifts and innovations that emerged during the Victorian Era, and how did they reflect broader social changes?

**Q3/** In what ways did religion and science interact during the Victorian era? Illustrate with examples.

**Q4/** How did technological advancements during the Industrial Revolution transform labor practices and contribute to the rise of capitalism?

**Q5/** How did the Industrial Revolution influence patterns of migration, urbanization, and demographic change?

**Q6/** How did the Chartist Movement contribute to the expansion of political rights and democratic participation in Britain?

**Q7/** To what extent did the legacy of the Chartist Movement endure beyond the immediate period of its activity, and what lessons can be drawn from its successes and failures?

**Q8/** What were the main philosophical, scientific, and political ideas of the Enlightenment, and how did they shape subsequent developments in Western thought?

**Q9/** How did British rule impact Indian society, culture, and identity, and what were the responses of Indian people to colonial domination?

**Q10/** What were the limitations and contradictions of Enlightenment thought, particularly in relation to issues of race, gender, and colonialism?

## **2. Suggested Analytical Question for Semester Two.**

**Q1/** Was the American Revolution primarily a struggle for independence or a preservation of existing rights within the British Empire?

**Q2/** Is the United States Constitution a timeless document that still serves as an effective framework for government, or does it require significant reform to address modern challenges?

**Q3/** Was westward expansion driven primarily by economic opportunity and manifest destiny, or was it an expansionist agenda fuelled by imperialism and the desire for territorial dominance?

**Q4/** Did westward expansion bring about more benefits or harm to the nation as a whole, considering its impact on indigenous peoples, the environment, and social cohesion?

**Q5/** What were the main factors contributing to the decline of Native American populations during westward expansion, and to what extent was it a deliberate policy of the United States government?

**Q6/** Was the Civil War primarily fought over states' rights or slavery, and how did these factors intersect?

**Q7/** Could the Civil War have been avoided through political compromise, or was it an inevitable result of irreconcilable differences between North and South?

### **Appendix III: The Transcript of the People's Charter**

Being an Outline of an Act to provide for the just Representation of the People of Great Britain and Ireland in the Commons' House of Parliament: embracing the Principles of Universal

Suffrage, no Property Qualification, Annual Parliaments, Equal Representation, Payment of Members, and Vote by Ballot.

*Prepared by a Committee of twelve persons, six members of Parliament and six members of the London Working Men's Association, and addressed to the People of the United Kingdom.*

An Act to provide for the just Representation of the People of Great Britain and Ireland, in the Commons' House of Parliament.

Whereas to insure, in as far as it is best possible by human forethought and wisdom, the just government of the people, it is necessary to subject those who have the power of making the laws, to a wholesome and strict responsibility to those whose duty it is to obey them when made:

And, whereas, this responsibility is best enforced through the instrumentality of a body which emanates directly from, and is itself immediately subject to, the whole people, and which completely represents their feelings and their interests:

And, whereas, as the Common's House of Parliament now exercises in the name and on the supposed behalf of the people, the power of making the laws, it ought, in order to fulfil with wisdom and with honesty the great duties imposed in it, to be made the faithful and accurate representation of the people's wishes, feelings and interests.

*Be it therefore Enacted,*

1. That from and after the passing of this Act, every male inhabitant of these realms be entitled to vote for the election of a Member of Parliament, subject however to the following conditions.
2. That he be a native of these realms, or a foreigner who has lived in this country upwards of two years, and been naturalised.
3. That he be twenty-one years of age.
4. That he be not proved insane when the list of voters are revised.
5. That he be not convicted of felony within six months from and after the passing of this Act.
6. That his electoral rights be not suspended for bribery at elections, or for personation, or for forgery of election certificates, according to the penalties of this Act...

#### Electoral Districts

1. Be it enacted, that for the purpose of obtaining an equal representation of the people in the Commons' House of Parliament, the United Kingdom be divided into 300 electoral districts.
2. That each such district contain, as nearly as may be, an equal number of inhabitants.
3. That the number of inhabitants be taken from the last census, and as soon as possible after the next ensuing decennial census shall have been taken, the electoral districts be made to conform thereto.
4. That each electoral district be named after the principal city or borough within its limits.



5. That each electoral district return one representative to sit in the Commons' House of Parliament, and no more. ...

#### Returning Officer and his Duties

I-III [Returning officers to be elected for each electoral district every three years.]

#### Arrangement for Nominations

1. Be it enacted, that for the purpose of guarding against too great a number of candidates, who might otherwise be heedlessly proposed, as well as for giving time for the electors to enquire into the merits of the persons who may be nominated for Members of Parliament, as well as for returning officers, that all nominations be taken as herinafter directed.
  
2. That for all general elections of Members of Parliament, a requisition of the following form, signed by at least one hundred qualified electors of the district, be delivered to the returning officer of the district between the 1st and 10th day of May in each year; and that such requisition constitute the nomination of such person as a candidate for the district. ...
  
11. that no other qualification shall be required for members to serve in the Commons' House of Parliament, than the choice of the electors. ...

#### Arrangement of Elections

I-VI [Election of MPs to take place annually in June; electors to vote only in the district in which they are registered' voting to be by secret ballot.]

#### Duration of Parliament

1. Be it enacted, that Members of the House of Commons chosen as aforesaid, shall meet on the first Monday in June in each year, and continue their sittings from time to time as they may deem it convenient, till the first Monday in June the following, when the next new Parliament is to be chosen: they shall be eligible to be re-elected.
2. That during an adjournment, they be liable to be called together by the executive, in cases of emergency.
3. That a register be kept of the daily attendance of each member, which at the close of the session shall be printed as a sessional paper, showing how the members have attended. ...

#### Payment of Members

1. Be it enacted, that every Member of the House of Commons by entitles, at the close of the session, to a writ of expenses on the Treasury, for his legislative duties in the public service, and shall be paid £500 per annum.

**Source:** <https://www.marxists.org/history/england/chartists/peoples-charter.htm>

#### **Appendix IV: Transcript of the American Declaration of Independence**

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience has shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

But, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good. He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature; a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection, and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions, we have petitioned for redress, in the most humble terms. Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends. We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain is and ought to be totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

Source: <https://www.archives.gov/founding-docs/declaration-transcript>

## **APPENDIX V: Transcript of the Gettysburg Address by President Abraham Lincoln**

President Lincoln delivered the 272 word Gettysburg Address on November 19, 1863 on the battlefield near Gettysburg, Pennsylvania. This copy was retreated from Cornell University's version of the transcript.

"Fourscore and seven years ago our fathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

**Source:** [https://rnc.library.cornell.edu/gettysburg/good\\_cause/transcript.htm](https://rnc.library.cornell.edu/gettysburg/good_cause/transcript.htm)