



MASTER OF ARTS

ENGLISH

**CENTRE FOR OPEN AND
DISTANCE LEARNING**

(CODL)



MEG 101: BRITISH SOCIAL HISTORY

BLOCK II

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY (A CENTRAL UNIVERSITY)

TEZPUR, ASSAM -784028

INDIA

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MEG 101: BRITISH SOCIAL HISTORY



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MEG-101: BRITISH SOCIAL HISTORY

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BLOCK I

MODULE III: AGE OF ENLIGHTENMENT

UNIT 7: IDEA OF ENLIGHTENMENT

UNIT 8: WHIGS AND TORIES, COFFEE HOUSES AND PAMPHLET WARS

UNIT 9: COLONIALISM

MODULE IV: AGE OF REVOLUTION

UNIT 10: THE FRENCH REVOLUTION

UNIT 11: IMPERIALISM- DEBATES ABOUT SLAVERY

UNIT12: INDUSTRIAL REVOLUTION WORKINGCLASSMOVEMENTS, CHARTISM, SCIENCE ETC.

MODULE V : MODERN & CONTEMPORARY

UNIT 13: THE WORLD WARS, ANTI-IMPERIALIST MOVEMENTS

UNIT 14: FEMINISM

UNIT 15: GLOBALIZATION, MASS CONSUMERISM, POPULAR CULTURE, TECHNOLOGY DIGITAL WORLD ETC.

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BLOCK INTRODUCTION

This is the Block II of MEG101: British Social History. Block II is designed as a continuation of the process of introducing the learners to the social and cultural history of Britain from the medieval age to the contemporary times. In the Block I you have come to know about the Medieval age till Renaissance. In Block II we will make you acquainted with a period covering the Age of Enlightenment till Modern period. This Block comprises of three Modules, from Module III to V.

Module III is about the Age of Enlightenment which covers most of eighteenth century England. Like the idea of Renaissance the Enlightenment was influenced by European thinkers. **Unit 7** will highlight the social, intellectual and political contexts that have shaped the Age of Enlightenment. The sense of enlightenment is epitomised by John Locke, David Hume, Thomas Jefferson, Immanuel Kant, Voltaire, Sir Isaac Newton etc. In **Unit 8** we have included these and the rise of political parties, Whigs and Tories and their impact through coffee houses and pamphlet wars on English social life. **Unit 9** gives you the idea of the beginning of colonialism that was rooted in the previous age. In this unit we have dealt with the expansion and consolidation of the exploration and scientific revolution which chiefly aided colonialism.

Module IV entitled the Age of Revolution deals with the last quarter of the eighteenth century and nineteenth century. This momentous period covers English social history starting from the French Revolution and includes the impact of Imperialism, the working class movements, Chartism, Debates about slavery and Industrial Revolution etc. Divided into 3 Units, **Unit 10, 11 and 12**, each of the units deal with the issues in detail.

Module V discusses the Modern and Contemporary age. The term ‘modern’ in the twentieth century generally refers to the period encompassing the Edwardian and Georgian Age until the end of the World War-II in 1945; whereas ‘contemporary’ roughly denotes the timeframe that succeeds the World Wars and eventually covers up the present era as well. The period covered in **Unit 13** includes the two World Wars, the different anti-imperialist movements, and various

socio-political movements. **Unit 14** will throw light on the rise of feminism and how Political, economic and social equality for women became the core issues as feminism begins to establish a strong ground. Through the various waves of Feminism, it becomes quite evident as to how women not only establish themselves but also succeed in acquiring their own separate space. **Unit 15** will explain the impact of Globalization with the rise of mass consumerism, and popular culture impacted by the rising digital and technological world.

We hope your study of the development of the period from Medieval times till Modernity will be comprehensive in these two blocks.

MODULE III: AGE OF ENLIGHTENMENT

UNIT 7: IDEA OF ENLIGHTENMENT

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7.0 INTRODUCTION

Enlightenment refers to the intellectual phenomenon that had a huge impact on the social and cultural and intellectual life of eighteenth century Europe. The Age of Enlightenment is also termed as the 'Age of Reason' since it is a period of celebration of the reasoning power of human being. The application of reasoning power enables a human being to improve his own condition through a proper understanding of the universe. Enlightenment happens to be an international movement in

thought with important social, political and intellectual ramifications. Though enlightenment was not consistently manifested in the entire Europe but still there were common features informing its existence in different parts of the continent during ‘the long eighteenth century’ (1660 -1770).

7.1 LEARNING OBJECTIVES

This unit is prepared for the students keeping in mind the following objectives—

- To provide clear understanding of the idea of Enlightenment
- To highlight the social, intellectual and political contexts that has shaped the Age of Enlightenment
- To make a reference to the important personalities during the Age of Enlightenment
- To discuss the key concepts developed during the Age of Enlightenment and its impact on the subsequent ages.

7.2 THE CONTEXTS OF ENLIGHTENMENT

Enlightenment is at once a style, an approach, a temper that is altogether critical, sceptical, empirical, secular and practical. It is evident from the analysis of contemporary history that the contexts for development of the idea of Enlightenment in Europe vary from region to region. The different contexts associated with the development of the idea of Enlightenment in England, are discussed below.

7.2.1 Socio-political Context of Enlightenment

The restoration of monarchy in England in 1660 was an important marker to all socio-cultural changes that took place during the subsequent periods. The restoration of monarchy with Charles II regaining the throne provided relaxation of several restrictions

imposed during earlier Commonwealth period by Cromwell and his followers. Charles II was a pleasure-loving monarch who had given free access to those around him for the pursuit of material bliss more vigorously than the earlier period. After a brief interregnum, the society again turned hierarchical and societal relations were being driven by the conditions of authority and rank. The privileged class started to handle power by working out a system that accorded authority to the aristocrats on the basis of favour rather than merit. This system had revived elitism back and the reestablishment of monarchical order that was in stark contrast to the democratising mechanism, attempted to be introduced during Cromwellian government.

London suddenly became the centre of importance for all social, political and cultural issues due to the centralization of power by the London Aristocrats during Restoration period. The London city life started to evolve at a fast pace in comparison to the slow growth rate of the English countryside. The preference of the Court to the Londoners had changed the attitude of the contemporary people. The sophisticated and refined urban lifestyle was considered to be superior to the backward and underdeveloped provincial life. The sophistication and luxury of the city life lead towards moral disintegration of the people. People attempted to unburden themselves from the strict moral disciplines imposed by Puritanism. People's reaction to excessive control exercised by Puritanism had given way for the change of attitude. Instead of morality, the emphasis of Restoration period was on rationalism and progress.

7.2.2Intellectual Context of Enlightenment

The intellectual context of Enlightenment was associated with the thinking of many of the literary figures and scientists of the time. They dealt mostly with the intellectual power of human being

rather than moral issues and manners. This change of attitude in the form of Enlightenment was epitomised by John Locke, David Hume, Thomas Jefferson, Immanuel Kant, Voltaire, Sir Isaac Newton etc. These Enlightenment thinkers had tried to situate man's intellectual power at the centre of the universe. The Enlightenment thinkers also emphasised on the idea of progress. These thinkers maintained that growth of human civilization was determined by the very idea of progress. They also insisted on eradicating the outdated traditional, social and political institutions for the nourishment of knowledge and culture. Immanuel Kant, one of the greatest Enlightenment thinkers had claimed the purpose of Enlightenment— “the human race, continually advancing in civilization and culture as its natural purpose”.

However, while doing critical enquiry of Enlightenment, it is also important to consider that Enlightenment scholars were not isolated entities living in remote ivory towers. Instead of it, there was a circle of communication through free enquiry and exchange of ideas based on a solid foundation of sociability. It was in this circle of communication where scientists, journalists, professors, lawyers, government officials and even the clergymen could come together in common meeting places like coffeehouses and salons to debate and share their ideas.

Along with the emerging philosophical orientation of Enlightenment there was a simultaneous expansion of knowledge in the natural world. Scientific minds began to question the traditional structure of the universe and the type of knowledge required for human understanding. Many of the Enlightenment thinkers were either having science background or they had keen interest in scientific investigation. However, it was not only science that had been universally disseminated by the

Enlightenment thinkers. For example, thinkers like Rousseau believed that science distracts human beings from nature and works against individual development. The spread of science during the eighteenth century was enhanced by the number of scientific societies and academies. Such scientific bodies like French Academy of Sciences, Royal Society of England were contributing a lot for scientific advancement. However, the Enlightenment thinkers were emphasizing the term natural philosophy instead of science. The use of the term natural philosophy suggests that it was originally conceived of as a line of enquiry in connection to moral philosophy and epistemology.

7.3 IMPORTANT THINKERS OF THE ENLIGHTENMENT PERIOD

Some of the important thinkers across entire Europe played key roles in the development of the idea of Enlightenment during the long eighteenth century. The works of these personalities served the purpose of social commentary. According to the variety of their nature of work these thinkers can be categorised as—philosophers, scientists and literary figures.

7.3.1 The Philosophers

The German philosopher Immanuel Kant was one of the earliest Enlightenment thinker who defined enlightenment in his essay ‘What is Enlightenment?’ that it is the growth of new ideas and learning. Kant mainly emphasized ‘Rationality’ as the way for freedom from subjugation of some obsolete customary practices in the form of rules and ideas imposed by certain authoritative institutions like Church and the state. The seventeenth century Jewish rationalist philosopher Baruch Spinoza’s *Ethics*(1677) expressed the pantheistic view that the God and nature is one. Spinoza maintained that God himself created the world rationally

and it was intuition that made one realise the true knowledge. He inspired Radical Enlightenment, which in its political form adhered to Democracy, racial and sexual equality, and individual liberty of life style, full freedom of thought and the expression of press. Subsequently, the French ‘philosophes’—Voltaire, Rousseau, Montesquieu, d’Holbach and Marmontel—they were philosophers working during the mid-eighteenth century who popularised the basic ideas of Enlightenment –deism, religious tolerance and national progress. The most important of these French philosophers, Jean Jacques Rousseau had emphasised on liberty and the relationship between the individual and the state. Rousseau developed the idea of the ‘noble savage’, an uncivilised but good-hearted man and emphasized on human rights and equality for all in his works *The Social Contract* (1762) and *A Discourse on Inequality* (1754). These French and German Enlightenment philosophers had their British counterparts like—John Locke, George Berkley, David Hume, Edward Gibbon, Adam Smith etc. John Locke was one of the pioneering English philosophical thinkers of Enlightenment who wrote *An Essay Concerning Human Understanding* (1690). In his book Locke argued that the human mind begins as a ‘*tabula rasa*’ or blank slate. The brain of a child remains blank and as he grows up knowledge comes to him from sensory experience. Locke also maintained that the changing human environment can change society. Another English thinker, David Hume was an empiricist who argued in *An Enquiry Concerning Human Understanding* (1748) that sensations and emotions are the source of human perception of ideas and human understanding is limited and can only deal with questions and problems that arise from one’s own perceptual experience. Hume’s posthumously published *Dialogues Concerning Natural Religions* (1779) is a document of sceptic philosophy of the eighteenth-century England. Another

outstanding English Enlightenment philosopher, Adam Smith emphasized on the existence of an invisible guiding force in free economy and introduced capitalism and *laissez-faire* economics in theoretical form. In the political classic *Leviathan* (1651), Thomas Hobbes introduced the concept of social contract as the basis for society and advocated the need for a sovereign to administer such contract. Hobbes took God and religion very seriously and believed that they provided strong motives for action. Half of his *Leviathan* is devoted to exhibit that his moral and political views are supported by scriptural knowledge and to ignore those religious views that may weaken the social contract or lead to civil strife.

The impact of European Enlightenment was also felt in the other side of the Atlantic. In America, leading political thinkers who were involved in the process of American Revolution, like Benjamin Franklin, Thomas Jefferson, Thomas Paine etc. had relied on Enlightenment ideas while documenting the Declaration of Independence and the Constitution. They gave priority to some Enlightenment concepts such as natural law, self-determination, inalienable right etc.

7.3.2 The Scientists

It is not possible to limit Enlightenment to a specific discipline. As a matter of fact, science too played an important role along with philosophy in Enlightenment discourse. Science during Enlightenment was emphasizing mainly on empiricism and rationalism and was influenced by the Enlightenment idea of advancement and progress. The German philosopher and mathematician, Gottfried Wilhelm Leibniz in his book *Principles of Nature and of Grace Founded in Reason* said— “true reasoning depends upon necessary or eternal truths, such as those of logic, numbers, geometry, which establish an indubitable

connection of ideas and unfailing consequences". The French philosopher and mathematician Rene Descartes, had also used reason to validate faith and made us to view the universe in mechanistic terms. Descartes proposed the idea of dualism distinguishing between the mind and the body. According to his idea the body belongs to the world of materiality and the mind is involved in the process. In his book *Discourse on Method* (1637), Descartes provided the theory of 'Cogito' and made his famous statement "Cogito Ergo Sum" meaning "I think, therefore I exist." This was the route by which a mechanistic view of the world was introduced in his contemporary intellectual field. The representative French Enlightenment Philosopher cum scientist Blaise Pascal's *Thoughts(Pensees)* (1669) is an unfinished work that attempts a defence of Christianity. The famous English scientist who has influenced the Enlightenment thinking is Sir Isaac Newton who discovered natural laws concerning gravitation and motion. His works *Principia Mathematica* and *PhilosophiaeNaturalis* are landmarks of modern science as they champion scientific outlook and reject the idea of divine presence.

7.3.3The Literary Figures

The literary figures of the Enlightenment period also played crucial roles in the dissemination of the enlightenment ideas. Most of such writers were writing philosophical works along with creative writing. One of the outstanding philosopher cum writer of this group is Voltaire (Francois-Marie Arouet), who has won popularity in his early life as a playwright and poet. This French writer later on turned into an influential Enlightenment thinker who promoted empiricism and religious tolerance. But unlike other Enlightenment thinkers, Voltaire opposed rationalism and his empiricism insisted us to be content with the limited and

fallible knowledge of our everyday experience and its development through the methods of empirical science. His humanism based on empiricist scepticism is a plea for religious and social tolerance. In his remarkable work *A Treatise on Tolerance* (1763), Voltaire advocated the primacy of secular values and claimed that the worst crimes against humanity were committed in the name of religion. Like Voltaire, Sir Francis Bacon was also popularly known as an English essayist but at the same time he happened to be a philosopher and scientific methodologist. As an Enlightenment thinker, Bacon emphasized on inductive reasoning that is related to empiricism. In his famous work *Novum Organum* (1620), Bacon proposed natural observation as the crucial marker for knowledge and claimed that knowledge should be grounded on factual evidence. Bacon used inductive method and was attempting to prove how ‘reason’ makes human beings sensible enough to get rid of the false beliefs and ideas of practical life.

7.4 KEY CONCEPTS OF ENLIGHTENMENT

Enlightenment itself is an idea related to progress through intellectual power of human being. But along with progress the Enlightenment thinkers were emphasizing on several issues like—realism, liberalism, rationalist response to reality, human dignity, equality and religious forbearance, state policy, taxation and economy etc. The most outstanding concepts of Enlightenment thinkers that has great impact on contemporary society as well as subsequent ages are discussed below—

7.4.1 Rationalism

Rationalism is the Enlightenment theory that relies on reason or intellect as the source of knowledge. The term ‘rationalism’ is most commonly associated with seventeenth century thinkers—

Descartes, Spinoza and Leibniz. This group of thinkers are referred to as 'Continental rationalist' and they are often compared with another oppositional group of British empiricist thinkers—Locke, Berkeley and Hume. According to the 'rationalists' reason has precedence over other ways of acquiring knowledge and it is the unique way to knowledge. These philosophers shared the view that we have a rational access to the truths of the ways of the world and that was how we obtain knowledge. They also maintained that knowledge acquired through reason was better than knowledge derived from the senses.

7.4.2 Empiricism

Empiricism is the philosophical theory that emphasizes on the primacy of experience in human knowledge and justified belief. The philosophers associated with the idea of empiricism hold that proper knowledge was derived from sense based experience. The famous group of British Enlightenment empiricists were—John Locke, George Berkley and David Hume. Locke was of the view that sensory impressions were later on converted into knowledge. According to Locke, knowledge is based entirely on sense-experience and reflection on previous experience. He also introduced the idea of 'tebula rasa' where mind is compared to be a blank slate and that is gradually filled with experiences of the external world. In this context, Locke departed from the 'Rationalists' like Descartes who argued that we have innate ideas gained from reason rather than from external experience. Locke also hold that our knowledge of the external world is perceptive ideas that may be in accordance or discordance with the original reality. Later on, the Anglican bishop Berkley emphasized on Locke's ideas and led the discussion further towards Atheism or nonexistence of God. David Hume worked

on Berkley's criticisms on Locke and moved empirical thinking to the new domain of scepticism.

7.4.3 Scepticism

In most common sense of the term scepticism refers to the idea of refusing to grant that there is any knowledge or justification. Scepticism is instrumental in the birth of modern epistemology and philosophy. Modern sceptical philosophy was getting maturity at the hands of Descartes whose scepticism is methodological but sophisticated and well informed by that of the ancients. Scepticism as a philosophical view had its origin in ancient Greek thoughts. The various sceptical observations and attitudes of earlier Greek thinkers are developed into a set of arguments to establish— (1) either that no knowledge is possible (2) or that there is insufficient and inadequate evidence to determine if any knowledge was possible and so one ought to suspend judgement on all questions concerning knowledge. The first of these views was called Academic scepticism and the second Pyrrhonian scepticism. Earliest form of Academic scepticism was formulated in Plato's 'Academy' in the third century B.C., starting from the statement made by Socrates—"All I know that I know nothing". The revival of Greek scepticism during seventeenth century by European thinkers like—Michel Montaigne, Descartes, Spinoza, John Locke etc. played very crucial role in the context of the religious and intellectual crisis brought on by the Reformation. However, neither the presentations of Academic scepticism nor Pyrrhonian scepticism were sufficient enough to satisfy the need of those associated with the sceptical crisis of the Renaissance and Reformation. In such a context, Descartes attempted the reworking of ancient scepticism and Spinoza extended some of Descartes arguments to religion and developed a new form of scepticism that was to

flourish in the Enlightenment. John Locke, Nicolas Malebranche and Gottfried Leibniz, each in their unique ways, sought to deal with scepticism as a living issue.

7.5 SUMMING UP

This brief discussion on the idea of Enlightenment yields us to know the concept in philosophical as well as technical terms. We have learnt that Enlightenment is not just a theoretical idea but a European intellectual movement of the seventeenth and the eighteenth century. During this ‘long eighteenth century’ ideas concerning God, reason, nature and human being were synthesised into a worldview that had gained wide popularity and that also instigated the revolutionary developments in arts, philosophy, science and politics. The contexts for Enlightenment were the political upheavals of the Restoration period leading to the change of social and intellectual atmosphere in Europe. The Enlightenment thinkers like—Kant, Rosseau, Spinoza, Descartes, Locke etc. had laid emphasis on the use and celebration of reason, the power by which human being understands the universe and improves the human condition. Enlightenment also generated and re-established lots of major philosophical concepts like rationalism, empiricism, scepticism etc. Enlightenment encouraged human being to be rational enough to set for their goals of knowledge, freedom and happiness. As a cultural, scientific, literary, social and intellectual movement the impact of Enlightenment was wide and far reaching and it is often reflected in works of contemporary as well as writers of subsequent generations.



7.6ASSESSMENT QUESTIONS

1. What is Enlightenment and what are the basic aspects of Enlightenment?
2. How did the social and political situation of eighteenth century England helped in the development of the idea of Enlightenment?
3. What was the intellectual context for the growth of Enlightenment ideas?
4. Who were the philosophers and major literary thinkers of Enlightenment? Discuss their contribution in detail.
5. How did the scientific thinkers like Newton and Leibniz contributed to Enlightenment philosophy?
6. Define empiricism and rationalism. How did these two contrasting philosophical trends influence the proliferation of the idea of knowledge during Enlightenment period?
7. What is scepticism? Who were the major exponents of seventeenth century British scepticism? Discuss in details.



7.7REFERENCES AND RECOMMENDED READINGS

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UNIT 8: WHIGS AND TORIES, COFFEE HOUSES AND PAMPHLET WARS

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8.0 INTRODUCTION

The Age of Reason or the age of Enlightenment span from 1685-1815 and was known for politics, philosophy, science and communication. In his essay "What Is Enlightenment?" (1784), the German philosopher Immanuel Kant appropriately summed up the era's motto - "Dare to know! Have courage to use your own reason!" This motto sums up the works of the age and the "Whigs and Tories, the coffee houses and pamphlet wars" were all a part of this power of reason.

8.1 LEARNING OBJECTIVES

After going through this unit you will be able to learn

- trace and understand the emergence of the Whigs and Tories, and
- rise of the Coffee Houses and its impact on the growth of literature
- the importance of pamphlets and the reason for the pamphlet wars.
- The reasons that made the “Whigs and Tories, coffee houses and pamphlet wars” so important in the history of the Age of Enlightenment.

8.2 HISTORY OF GROWTH

The Age of Enlightenment encompassed a number of values from different areas of politics, state, individual, economy, culture, equality, reason, and faith in the abilities of the human spirit. The Enlightenment thinkers believed that the political entity- state is responsible for the upholding of an individual's rights in society. For the thinkers, democracy was the best form of governance. They gave importance to individual dignity above all things and advocated “personal freedom and liberation of the mind”. Equality was favoured in all sectors. The thinkers placed their esteemed faith in the efficacy of human reason and addressed the functioning of the world of nature with scientific method. Reason was the most aspired and favoured intellectual aspect as it was the governing factor of human life, so more valuable than religion and personal faith.

One of the best representations of the age is found in the Whigs and Tories, two political parties of the period. They represented the thoughts of the people wherein reason played an important role and each of the party sought to uphold individual rights and dignity in the best possible manner. The coffee houses were sites of

opportunity that led to varied discussions which were an important part of the functioning of reasoning. These places offered the space for development and growth of ideas that flowered into the thought process of the age. The pamphlets were used to express the philosophy of the Enlightenment. They conveyed to the masses, the crux of the intellectual discussion, thoughts and vision.

8.3 THE WHIGS AND TORIES

The names "Whigs" and "Tories" were applied from the middle of the seventeenth century to a kind of political groupings in Parliament. They were not organized political parties in the modern sense, rather a kind of grouping of tendencies. The followers of these parties were often named together due to their opposite combinations of patronage, personal loyalties, special interests, and political principles. Both the names are said to have originated as terms of abuse used by their opponents. The exclusionists (those who did not support the Catholic king James II) were nicknamed Whiggamores or Whigs, likening them to the Scottish Presbyterians who had rebelled against the established church; the anti-exclusionists were called Tories, a name given to Catholic highwaymen and robbers in Ireland.

The Whigs were against supreme monarchy and supported Parliamentary supremacy or constitutional monarchy where the king would act with a constitution. Whereas, the Tories were mostly known for their royal absolutism or totalitarianism. They believed in absolute monarchy. Both the two parties received royal patronage as prominent personalities from royal court and the society like Georgiana Cavendish, Duchess of Devonshire, her sister Lady Bessborough, actress Mary Robinson, Lady Melbourne and the sculptor Anne Seymour Damer were all ardent supporters of the Whigs. The two parties also were divided due to the

dynamics of their support to James, Duke of York, the future James II. While the Whigs wanted the Duke to be excluded from the succession because of his Catholicism, the Tories supported the James' claim for the crown. This factional division of English political elites clearly echoed the divisions between Parliamentarians and Royalists in the era of the Civil Wars. Thus, their beliefs and opinions were more than simple difference of opinion on a particular policy matter.

The fundamental belief of the Whigs was that political power belonged to the people and that the monarch was only in power because of an unwritten contract with the people: if the monarch abused that authority, then the people were empowered to remove them. They believed that Dissenters or reformers should be tolerated and were in favour of economic and political reform. The Whigs supported the Glorious Revolution of 1688, establishing the Protestant William III and Mary on the throne in place of the Catholic James II. The Whigs were typically the landed aristocracy and the wealthy middle class who used their patronage to secure positions of power for their representatives. They used their influence to ensure the establishment of the Hanoverian succession, the kings of German descent who succeeded the House of Stuart as kings of Great Britain in 1714.

The Tories supported the monarchy and the existing state of affairs. They were in favour of the established church and against religious toleration and foreign entanglements. Tories' support for the Catholic James II and his descendants led to them being branded as Jacobites and they were kept out of government until 1762.

In the year 1783, the Younger William Pitt became Prime Minister who was from the Tories and the opposition was in the hands of Charles James Fox. The Whigs, in the leadership of Fox,

represented and favoured religious reformation, industrialism and other reforms. The Prince of Wales, George supported the Whigs and was a close confidant of Fox who was said to lead a dissolute life and was renowned for his drinking, gambling and womanizing. The King, George III disliked Fox and blamed him for his son's unparliamentary ways. George III's mental instability affected the throne in late 1788. The general view was that the Prince would be made Regent to rule in his father's stead and form a government along with the Whigs which would include Fox, Charles Grey and Richard Brinsley Sheridan. However things changed and in February 1789, the King recovered and Pitt's Tory government continued.

But the French Revolution brought fresh crisis to the Whigs, splitting the party over attitudes towards the revolution. The radicals under Charles James Fox supported the revolutionaries whilst the more moderate Whigs under Edmund Burke condemned the revolution and defected to join Pitt's Tory government after the violence of 1794. The small number of Foxite Whigs who remained was little more than a political pressure group.

The final nail in the coffin to the end of the Whigs was the ironical death of Pitt and Fox in the year 1806. The death of the two leaders deprived the Whigs and the Tories of their strongest leaders in the same year. 1811 saw the Prince of Wales become Regent but with Tories as his Prime Ministers. The mid middle 19 century saw quite a change in the two parties. The last Whig Prime Minister resigned in 1866 and the Whigs were absorbed into the new Liberal party. Accordingly, the Tories were renamed, formally at least, as the Conservatives.



CHECK YOUR PROGRESS

1. What is the fundamental political difference between the Whigs and the Tories?

2. Whom did Whigs and Tories support as rulers?

LET US STOP AND THINK



- The word Whig is said to have derived from the Scots word “Whiggam”.
- The word Tory is said to have derived from the Irish “Tar a Ri” meaning “Come, Oh King!”.
- The persistency of the names of the two parties is mainly owing to their essential meaninglessness.

8.4 COFFEE HOUSES

Coffee Houses were “vibrant sites of social exchange” with varied topics of discussion. These were locations where various groups of people interacted and exchanged their knowledge, showing that knowledge was now a part of the public social circle. Coffee Houses were a result of the expansion of the 18th century sociability network that was seen in salons and in the formation of secret societies, social organizations, and clubs. Such sites were influential in generating debates and drawing attention to matters of importance in the contemporary world.

The history of the London coffee houses of the seventeenth and eighteenth centuries are also henceforth the history of the manners and customs of the English people of that period. They became important centers of social and business life, and a prevalent feature of social and political discourse. The visitors were men from a wide array of backgrounds, such as antiquarians, authors, members of parliament, Justices of the Peace, military officers, theologians, future New World governors, and aristocrats. From the Restoration to the early eighteenth century, not only did diverse people frequent coffeehouses, but they also often debated the social, political and cultural function of this “house of entertainment” as Samuel Johnson (1709-1784) defined it in his Dictionary (Trolander and Tenger, 2015). In *‘Clubs and coffee houses’* Trolander and Tenger says:

“The appeal of the coffeehouses’ was not based solely on the drinks they served. Varied diversions and services were a significant draw, a particular attraction was the opportunity to read newspapers--as Samuel Johnson’s pithy definition of a coffeehouse as a place “where coffee is sold, and the guests are supplied with newspapers”—illustrates. People patronized coffeehouses to peruse newspapers, newsletters, pamphlets, and periodicals. A significant proportion had libraries. Booksellers supplied books for sale and pamphlet hawkers peddled their wares regularly. Additionally, coffeehouses offered a chance to examine objects that were otherwise unavailable including paintings, prints, scientific instruments, and so-called curiosities---exotic and rare items. They also served as a convenient location for personal or business meetings. Patrons could attend lectures on scientific topics, auctions of art works, books and other products” (Trolander and Tenger, 2015)

One of the most famous of the coffee houses was the Rota, or the Coffee Club which was more a debating society than a coffee house particularly useful for the dissemination of republican opinions of that time. The club at the Mermaid tavern in Bread Street, of which Shakespeare, Beaumont, Fletcher, Raleigh, Selden, Donne- only few of the prominent litterateurs of that time to mention, were members.

The Rota became famous for its literary strictures where people gathered to discussing abstract political issues. It is said that Rota had a censure upon Milton's book entitled "The ready and easy way to establish a free commonwealth" (1660), although it is doubtful if Milton was ever a visitor to this coffee club. The Rota also said to have censured John Dryden's *Conquest of Granada* (1672).

It was into the eighteenth century coffee house culture that Joseph Addison and Richard Steele released a periodical titled *The Spectator* (1711). This paper's manifesto was to fill these coffee houses with knowledge, culture, ideas and, above all, conversation. As the paper's fictional editor modestly claims: 'I shall be ambitious to have it said of me, that I have brought Philosophy out of closets and libraries, schools and colleges, to dwell in clubs and assemblies, at tea-tables and in coffee-houses'. Addison and Steele's infamous ambitions are no doubt responsible for Macaulay's parodic vision of the eighteenth-century coffee house, where she finds that 'conversation was ardently pursued; men rose of a morning, met at their pet coffee house, exchanged the news, and talked; later they went to dinner and still talked'. The coffee house that Addison and Steele inhabited was more of a mirage that managed to create a legacy that still survives today. These coffee houses did and still continue to provide a space for communities.

The coffee houses were not equal for both the sexes, as it was believed that “no respectable women would have been seen dead in a coffeehouse. It wasn’t long before wives became frustrated at the amount of time their husbands were idling away “deposing princes, settling the bounds of kingdoms, and balancing the power of Europe with great justice and impartiality”, as Richard Steele put it in *The Tatler* (Matthew, 2013). In 1674 the *Women’s Petition Against Coffee* came out like a volcanic eruption against coffee houses. They complained that coffee had reduced their ‘virile industrious men into effeminate, babbling, French lay bouts’ (Matthew, 2013). Men retaliated in a vulgar way in their reply on *Men’s Answer to the Women’s Petition Against Coffee*.

Though there was no resentment from the women after that, the petition was not the only trouble brewing. Coffee houses had to face the criticality of Charles II, who tried to eradicate the Coffee Houses by royal proclamation in 1675. Traditionally, informed political debate had been the preserve of the social elite. But in the coffeehouses because of the measly entrance fee it became anyone’s business. Reckless or extravagant spenders of the lower class members further affected the social pyramid. He also suspected that the coffeehouses became hotbeds of sedition and scandal. But widespread opposition swarmed in, interestingly coffeehouses themselves gave space for such articulations, the King was forced to recognise and reconcile with the fact that coffeehouses were becoming an integral part of urban life.

The coffee houses over the years saw a number of transitions and faced the changes of time, right from the new bred of coffee houses to the first newspaper advertisement in 1657. But as all things have an end, the coffee houses too fell into the hands of deterioration. The reason for the decline can be anticipated as the decline of the manners of their members, fall of the leaders in

literature, the growing crowds of the city; the rise of taverns and the clubs. By the early years of the nineteenth century, a few houses survived but the social side had disappeared. As tea and coffee entered the homes, and the exclusive club house succeeded the democratic coffee forum, the coffee houses became taverns or chop houses, or, just ceased to be.

LET US STOP AND THINK



“London’s coffee craze began in 1652 when PasquaRosée, the Greek servant of a coffee-loving British Levant merchant, opened London’s first coffeehouse (or rather, coffee shack) against the stone wall of St Michael’s churchyard in a labyrinth of alleys off Cornhill. Coffee was a smash hit; within a couple of years, Pasqua was selling over 600 dishes of coffee a day to the horror of the local tavern keepers. By the dawn of the eighteenth century, contemporaries were counting between 1,000 and 8,000 coffeehouses in the capital.....Protestant Amsterdam, a rival hub of international trade, could only muster 32 coffeehouses by 1700. (Matthew, 2013)

The coffeehouses undoubtedly maximised sociability and critical judgement that proved to be the catalyst for creativity and innovation. Coffeehouses encouraged political debate, which paved the way for the expansion of the electorate in the 19th century. The City coffeehouses contributed to shape the modern world by encouraging capitalist innovations. Many other sparked journalistic innovation. It was the coffee houses that gave birth to the stars of English prose writing like Addison, Steele, Pope, Swift, Arbuthnot who assembled there to cast their everyday new literary judgements on new plays, poems, novels, and manuscripts, making and breaking literary traditions in the process to bring us to the modernity.



CHECK YOUR PROGRESS

1 Write the name of the periodical published by Addition and Steel.

Which year was it published ?

Name the famous pamphlet written by Thomas Paine. Whom did he attack in this pamphlet?

8.5 PAMPHLET WARS

The start of the 1520s witnessed the growth of British Literature. Along the same time, the practice prevalent in Europe gained momentum in Britain of using the press to war over religion. “Henry VIII used literature to try to rewrite history, attempting to justify his break from Rome and the Catholic Church. During the subsequent reigns of Edward and Mary, literature was used not only for religious purposes, but also as a sort of propaganda war. The written word had enormous potential to sway the common opinion. In the 1560s, print was first used for conveying news. In 1562, the first pamphlets were reported, which discussed the English forces sent to aid the French Huguenots. In 1569, pamphlets were again used to report the revolt of the Northern Earls and the Rebellion of 1569. Beginning in the 1580s pamphlets began to replace broadsheet ballads as the means to

convey news to the general public. The pamphlet gained more and more popularity over the next century until 1688, by which time it was the main way to gain public support for an idea. After the Glorious Revolution, the pamphlet lost some popularity due to the emergence of newspapers and periodicals, but continued to be an important factor, as illustrated by the Revolution Controversy a full century later in the 1790s” (Joad, 2003).

Coming from the Latin word, "pamphlet" literally means "small book." In the Age of Enlightenment the pamphlets served as an important instrument to gather mass concern over the happening of society. Beginning as means of conveyance for religious debates, the pamphlets soon moved towards serious social, political, and religious issues. “The Civil war, Church of England doctrines, Acts of Parliament, the Polish Plot, the Stuart Era, and Cromwell propaganda were issues that the pamphlets covered. “ In addition, pamphlets were also used for romantic fiction, autobiography, scurrilous personal abuse, and social criticism. They contained much of the propaganda of the century in the midst of the religious and political turmoil”. They were also used for debates between the political parties and later were used as political weapons. Jonathan Swift and Daniel Defoe were two strong pamphleteers of the age, along with their passion for literature.

Thomas Paine, the recipient of the title *The Father of the American Revolution*, was known for his pamphlets, especially for *Common Sense*, which crystallized the sentiment for independence in 1776”. His attack on monarchy in *Common Sense* was essentially an attack on George III. The pamphlet was widely popular in “disseminating to very wide audience, ideas that were already in common use among the elite who comprised Congress and the leadership cadre of the emerging nation, who rarely cited

Paine's arguments in their public calls for independence. The pamphlet probably had little direct influence on the Continental Congress' decision to issue a Declaration of Independence, since that body was more concerned with how declaring independence would affect the war effort. In late 1776, Paine published *The American Crisis* pamphlet series to inspire the Americans in their battles against the British army. Paine's contribution towards the rise and shine of pamphlet is overwhelming.

8.6 SUMMINGUP

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The Age of Enlightenment was all about the “power of the mind” and the outputs of the age reflected the same. The people of the change gave importance to reason and were ready to experience the unchartered territories even if the end was near. The Whigs and Tories, the coffee houses and the pamphlets all reflected the power of the human mind in various facets and brought to light that change is inevitable and unceasing.



8.7 ASSESSMENT QUESTIONS

1. Discuss the rise and fall of the Whigs as a political party.
2. Reflect on the influence held by the Whigs and Tories during the Age of Enlightenment.
3. Sketch the rise and importance of the Coffee Houses.
4. The end of the Coffee Houses was inevitable. Discuss.
5. Elaborate the sentiments of the people regarding the coffee houses and the ideologies shared.
6. Discuss about the fall of the pamphlets.

7. Express your opinions and reflections regarding the issues pamphlets dealt with.
8. Trace the growth of Thomas Paine as a renowned pamphleteer.
9. The coffee house culture is still prevalent in today's society. Do you find any similarity between the coffee houses then and the one's now.



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JOT DOWN IMPORTANT POINTS

UNIT 9: COLONIALISM

UNIT STRUCTURE

9.0 Introduction

9.1 Learning Objectives

9.2 Defining Colonialism

9.3 Difference between colonialism and imperialism

9.4 Factors leading to colonialism

9.4.1 New Trade Routes

9.4.2 Discovery of New lands

9.4.3 Industrial Revolution

9.4.4 Developed transport and communication facilities

9.5 Major European powers

9.6 Colonialism and its impact

9.7 Assessment Questions

9.8 References and Recommended Readings

9.0 INTRODUCTION

The expansion of the European nations into different colonies shaped the history of almost all the continents and people of the world. The Western European powers like the Dutch, Portuguese, French and British conquered, colonized or claimed possession of most of the part of the world. In the process of doing so, they not only exchanged goods and services but also exported technology, languages, laws, institutions, religion and values of the West. There was a massive transfer of political, economic and cultural aspects which altered and transfigured the colonized

societies with which the West came into contact. Most of the problems in these societies today are a consequence of Western colonization. Therefore it is important that we examine the history of colonialism to understand these problems.

9.1 LEARNING OBJECTIVES

The aim of this unit is to help you understand

- the concept of colonialism and the factors that gave impetus to it.
- the idea on how the European nations scrambled for power while colonizing lands
- the imposing political and economic domination over the colonized and
- the consequences led by Colonialism by the end of this unit.

9.2 DEFINING COLONIALISM

The term Colony comes from the Latin word *colore*, meaning to cultivate or till a land. It referred to Romans who established their *coloniae* and expanded their empire. The Romans who settled in the colonies however, had their allegiances to their motherland. For the understanding of you we are giving you some select interpretations where various critics try to understand the meaning of the concept. Oxford English Dictionary defines Colonialism as

‘a settlement in a new country ... a body of people who settle in a new locality, forming a community subject to or connected with their parent state; the community so formed, consisting of the

original settlers and their descendants and successors, as long as the connection with the parent state is kept up.'

Ania Loomba in her book, *Colonialism/Postcolonialism* (2017), dismisses the dictionary definition of colonialism by stating that it ignores the presence of original inhabitants in the colonies before the arrival of the colonizers. According to her, this definition gives "no hint that the 'new locality' may not be so 'new' and that the process of 'forming a community' might be somewhat unfair" (20). Therefore, she defines colonialism as "the conquest and control of other people's land and goods" (20).

In the opinion of Frederick Jameson

"that a significant structural segment of the economic system as a whole is now located elsewhere, beyond the metropolis, outside of the daily life and existential experience of the home country, in colonies over the water whose own life experience and life world—very different from that of the imperial power—remain unknown and unimaginable for the subjects of the imperial power, whatever social class they may belong to" (50).

Whereas, Thomas Benjamin interprets Colonialism as

'the processes, policies and ideologies used by metropolises to establish, conquer, settle, govern, and economically exploit colonies. In the age of Western colonization, as well as before, colonization meant not only ruling other peoples but also sending one's own people to settle a foreign territory, or colony' (Benjamin, XV).

This is not to say that colonialism began only in the 16th century with the spread of European powers into Asia, Africa and the Americas. It can be traced back to the second century AD when the Romans

stretched from Armenia to the Atlantic. In 711 AD the Moors (African army) under the leadership of Tariq ibn Ziyad from northern Africa invaded the Iberian Peninsula, Andalus (which lies in the southern coast of Spain). In the Thirteenth century, the Mongols, under Genghis Khan, conquered the Middle East and China. Again, in the fifteenth century, the Ottoman Empire and the Vijaynagar Empire conquered parts of southern India and extended it to Asia Minor and the Balkans. These are just examples of some of the exploits, conquests and expeditions that preceded modern colonialism. In fact, these are the conquests which aided modern European colonialism. The global connections and trade routes were already made and discovered by the earlier conquests. The modern colonialists only reworked and expanded on those already made routes.

You might notice that both the terms ‘conquest’ and ‘colonialism’ have been used here to indicate possession of lands. There is however, a distinct difference between the two. Conquests involve violence and it indicates forceful seizure of lands and its people from the formerruler. Colonialism on the other hand is a non-violent and implicit exchange of ownership of land. Colonialism is transfer of workers from the country to settle and work in new lands, often with the permission of the current ruler. In simple words, colonialism is a conquest of land in the guise of friendly exchange of goods and services.

Moreover, it is necessary for you to remember that the colonialism/conquests before the sixteenth century were pre-capitalist in nature. It only involved the extracting goods and services from the regions it conquered. But modern colonialism did more than just trade. It involved the conquered regions in a complex relationship with their own. The colonizers not only made a to and fro of human and natural resources but also remodeled the economic

structure of the colonized. Slaves were bought from Africa in exchange with guns, ammunition and other factory-made goods and were moved to the West Indian plantations to produce sugar. In case of India, the natural resources were bought in cheap prices, imported and manufactured in the factories of the colonizers and the finished products were sold back in India in exorbitant prices. Huge amounts of profit flowed to the European nations but it caused an economic imbalance in the colonized countries. This imbalance, which was essentially needed for European capitalism and industry, was what brought Europe to the center of global economy (Loomba, 21).

9.3 DIFFERENCE BETWEEN COLONIALISM AND IMPERIALISM

During the Renaissance period, there came up many new explorers, with expansionist plans, who began exploring new lands. Initially, the explorer's minds were specifically directed towards collecting more resources for trade and searching for new routes that will lead to a convenient trade. Wealth was the driving force behind the investment and energy put into these expeditions. But gradually, as the European powers possessed more and more lands, they started controlling the administrative and political arenas too. They started associating the possession of these lands with their national pride and glory. This also led to conflicts between the various Europeans nations in their scramble for power. Thus by the nineteenth century, the “colonialist enterprises”, which began in the Renaissance Period, came to be consolidated into its “imperialist avatars” (Choudhury, 64).

Here, it is important that we understand the difference between ‘colonialism’ and ‘imperialism’. The terms colonialism and imperialism are at times used interchangeably. Yet, though they both mean political and economic domination over the other, the two

words have distinct meanings. While ‘colonialism’ comes from the Latin word *colonare* meaning to till land or to cultivate, ‘imperialism’ comes from the word *imperium* which means command, power and sovereignty. Hence, these root words tell us that colonialism means transfer of people from one place to another in order to enhance trade. Colonialism is termed as building and maintaining colonies in one territory by people from another territory. Colonialism can altogether alter the social structure, physical structure and economics of a region. It is quite normal that in the long run, the traits of the conqueror are inherited by the conquered. On the other hand, imperialism means exercising power over the conquered regions either through sovereignty or indirect mechanisms of control. Imperialism means creating an empire, expanding into the neighbouring regions and expanding its dominance far. In simple words, colonialism can be thought to be a practice and imperialism as the idea driving the practice.

9.4 FACTORS LEADING TO COLONIALISM

The Renaissance period saw the rise of the capitalism after the collapse of feudalism. Rapid urbanization, access to international markets for the new enterprisers, changes in the land tenure system, the failure of the craft guilds to withstand the onslaught of newly emerging merchant, are certain aspects which led to the growth of capitalism. In a capitalistic market, the merchant played the major role of directing the various financial patterns in different regions. Unlike in the earlier times, the trade was now more complex. Industrialism prospered under this newly structured economy and it opened up numerous opportunities for the enterprising entrepreneurs. Since trade was now not limited only to the community, some entrepreneurs sought to spread their business across nations. This ambitious attitude of the Renaissance

businessman incited the exploratory attitude of the navigators and explorers. Thus it is evident that capitalistic growth or the need for expansion of trade led to colonialism. Besides, there are other factors too which most significantly aided in the growth of expansionist plans/colonialism.

9.4.1 New trade routes

It has been already mentioned that the trade routes that connected almost all the continents around the globe were made by the earlier explorers. The silk route (China to Rome), incense route (from Yemen and Oman to the Mediterranean, Rome, Egypt, etc), spice route (East to West) salt route (from Ostia, near Rome, across Italy to the Adriatic coast) etc, are some of the trade routes existing from the ancient times. During the Middle Ages, the Italian merchants were considerably profited from trade because they were the chief traders between the Mediterranean and the rest of Europe. While transporting and delivering the resources or products like, spices, silk, beads, myrrh, tea, gold, slaves and so on from the East, the Europeans had to pay huge sums which affected their profits. Since the Italian merchants were the chief traders, they demanded high charges. The Europeans traders wanted to break the monopolistic trade of the Italian merchants. This forced the European traders to search for trade routes or rework on the older ones so that they could buy the products at a more affordable rate and gain more profit.

9.4.2 Discovery of new lands

The search for new trade routes was followed by the discovery of new lands which encouraged the various European nations to establish their colonies in those lands. The new lands were rich in resources and the European merchants decided that settling down and setting up colonies in those lands would bring them long term

profit. Therefore Spain and Portugal set up colonies in Central and South America after Columbus discovered it. In the same way, Portugal established her colonies in India only after Vasco-da-Gama discovered the new sea route to India. Same is the case with Africa. It was only after Livingstone and Stanley explore the continent that many European nations started setting up colonies in it.

9.4.3 Industrial Revolution

The growth of industries is another factor leading to colonialism. The European nations lacked in enough fodder that was necessary to run the industries. Therefore in order to extract the raw materials from the new lands on a regular basis, they set up their colonies there. They wanted to exploit the resources of these lands to the maximum. Despite providing the raw materials, these colonies/new lands also worked as readymade markets where they could sell their manufactured goods. For example, India was rich in cotton and jute and the British colonizers exported it to England to be transformed into a finished product and be sold in the Indian markets at high rates. Some industries were constructed in the colonies so that the European industrialists could use the surplus capital that they had gained as a result of Industrial Revolution. The colonies also acted as centers of rehabilitation. Countries which could not support their surplus population due to lack of enough resources, rehabilitated their people to these colonies.

9.4.4 Developed transport and communication facilities

The various developments made in the means of transport and communication greatly fuelled the expansionist strategies. The compass was believed to have been invented in China in the 12 century but its use was evident only after the middle ages. The astrolabe, which determined the latitude, was also believed to have

been invented by the Alexandrian Greeks but it was used extensively by the Europeans since the fifteenth century. Regular explorations aided the navigators to produce maps which were remarkably accurate. In the nineteenth century the first steam ship crossed the Atlantic. This replacement of sails by steam made the journey more reliable. The invention of screw propellers lessened the time of travel. Also the opening of the Suez Canal reduced the sea route to India by 24 days. Along with transport, the invention of telegraphic cables and postal services also facilitated communication far and wide. Messages could be sent from one part of the world to the other in a faster and more convenient way.

9.5 MAJOR EUROPEAN POWERS

The first European nation to begin with its journey to discovery of new lands was Portugal. It was in the fifteen century when the Portuguese Prince Henry, who was interested in navigation, sent ships to sail along the coast of Africa. These voyages led to the discovery of the Gold Coast of Ghana and the Cape Verde Islands. It also influenced ambitious navigators like Bartholomeu Dias, who discovered a sea route through the south of Africa. The Portuguese explorers regularly made voyages to the East and this led Vasco-da-Gama to discover a new sea route to India. The new route to India helped them to break the monopoly of the Italian merchants. They first arrived in Goa in the year 1498. Their discovery led the other European nations too to embark on this expedition. At that time the kingdoms of India were slowly getting weak and fractured. And taking opportunity of this, along with the Portuguese many other rival European nations like the Dutch, French, Danish and British fought amongst themselves in order to gain control over India. In the year 1600, a charter was signed by Queen Elizabeth, which allowed the formation of the East India Company to trade with India and eastern Asia.

Columbus, an Italian who went in search of India and found the Bahama islands in 1492. The frequent voyages of Columbus led him to discover many other such islands. Another Italian named Amerigo Vesputi claims to be the first explorer to have arrived in the New World i.e, the Americas. His claim however still remains unsettled. In the sixteenth century, the Spaniards started voyages to the New World. Hernando Cortes was one Spanish explorer who conquered the Aztec empire and Mexico for the greed of gold and precious stones. The Spaniards and the Portuguese greatly flourished by their exploits and this incited their colonial rivalries in a competition where they fought both for power and profit. (Choudhury, 62)

In 19 century, a new period of European expansion took off in Africa, Asia and the Pacific. This age is also called the age of ‘new imperialism’. During this period, the Europeans penetrated the interior parts of these colonized lands. Within almost 90 years, i.e. from the year 1824 to 1913, the Europeans colonized almost eight million square miles of land. With the beginning of the First World War and the Great Depression of the 1930s, the Western European powers weakened. It saw the end of the German overseas colonialism, fall of the Ottoman Empire and an imbalance in the equilibrium. However, the European colonialists sought for new imperialist expansion strategies to sustain their power. In the year 1939 its territorial and political control over the colonies reached its peak. But after the Second World War, there was a wind of change with rivals like the Imperial Japan, Soviet Union, Nazi Germany and the United States coming into power. There was a dramatic change in political domination and the imperial powers like Britain, France and Netherlands were threatened both at home and overseas. They had to leave their colonies and protect their motherland. However, most of France and Netherlands in its entirety came under Hitler’s domination. British cities were bombed and snatched off its

resources. The German and the Japanese armies conquered a few lands but were defeated at the end of the war due to the intervention of the US and the Soviet Union. After the war ended in 1945, the British, French and Dutch went back to the colonies but were faced with violent revolutions from the colonial nationalists. The nationalists sought for the independence of their country. Thus after the war, most of the colonized countries successfully gained independence from the European powers (Benjamin, 4)

9.6 COLONIALISM AND ITS IMPACT

Colonialism had a deep-seated impact upon the lives of the people in the colonized countries. Most of the conflicts that are witnessed in these countries are a consequence of colonialism. Though these newly independent nations gained political freedom, it did not immediately bring them prosperity and happiness. They were not yet free of external influences. Moreover they were still bound to the internal imperialist structures developed by the colonial powers. The transition from a colonized nation to an independent one led to a lot of bloodshed.

When the western European powers began to form multiethnic colonies, they did it with little regard for the inhabitants of those colonies. The people who had before harmoniously lived amongst diverse ethnic, religious and cultural groups, were forcefully unified under a single national identity. Moreover, the colonialists imported the laws, institutions, religion and values of the West to these colonies and plundered its resources under the banner of a ‘civilizing mission’. The countries like India were divided on the basis of religion. Ethnic rivalries were promoted by these colonialists by favouring one ethnic group over the other. There was unequal distribution of resources and people were denied of their political,

economic, social and human rights. All these were a part of the imperialist strategies of the colonialists. It however massively affected the colonies even many years after their independence. One such issue is the dispute of boundaries. This dispute not only includes the internal boundaries of the country but also the external. The long standing dispute on the ownership of Kashmir between India and Pakistan, can be cited as one of the examples.

The colonial societies were controlled by a select privileged group from abroad. Therefore when these colonies gained freedom, they did not have the internal structures or an egalitarian bend of mind needed for good governance. This is why we see many post-colonial countries still under repressive regimes even after independence. These countries have unfortunately adopted the very unjust imperialist policies and practices that were used on them by the colonizers. In order to preserve the position of those in power, the dominant/privileged group in the post-colonial societies denied access to rights and resources to many people. Thus a section of people who were marginalized under the colonial rule, continued to be so even when they were ruled by their fellowmen. Violation of human rights and events of mass murder and genocide became a daily occurrence in countries like Rwanda, Cambodia and South Africa.

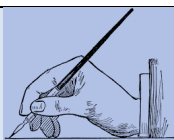
As a result of colonialism, large numbers of people were forced into slavery and indentured labour. People lost their families and were sent to a new land to work as labourers. The need for survival drove these people to the new lands but they could neither come back or were accepted in those lands as citizen. Due to this lot of conflicts arose between the migrated labourers and the inhabitants of the land.

LET US STOP AND THINK



Indentured labour is a type of bonded labour which was constituted after the abolition of slavery in the year 1833. As sugarcane, cotton and tobacco trade developed, many people from the colonies were transported to Africa, West Indies and South East Asia to work as manual labourers. Though many chose it out of their own free will, it was a new form of servitude. Many were tricked into signing a contract of indentured service and were sold into slavery. Almost around 3.5 million Indians were transported to these plantations for labour. Here, it is important for you to know that the Europeans did not only dominate the non-white races. There were many Irish and English workers who were also forced to migrate to these plantations and were subject to utter cruelty.

They were bought and sold and were treated worse than animals. It was especially during the time between 1652 and 1659 that these workers were sent to the British colonies to work as indentured labourers. During this time, the Irish slave workers made up nearly 70% of the population. Due to rising death rates of these slaves and racial intermixing, the transportation of these white slaves into the plantations gradually decreased.



CHECK YOUR PROGRESS

Q. Find out why the Irish were transported as labourers or slaves to the plantations.

9.7 SUMMING UP

In this unit you have come to know about the rise and growth of colonialism. You have also learnt how too many factors, specially industrialisation and various explorations contributed largely to the growth of the colonies. Both positive and negative impacts of colonisation have been discussed in this unit. Among many one important impact of colonialism was the transfer of consumerism and materialism. The West also transferred values such as democracy, free press, independent judiciary and eradication of social evils but when the colonies gained independence, along with these the people also embraced negative values without question and continued with the materialistic practices of the colonial masters. Contrary to that, colonisation had great negative impact on the freedom of the native dwellers, leading to slave trade in many of the countries. This resulted in the violation of human rights and values to a greater extent.



9.8 ASSESSMENT QUESTIONS

1. What are the factors that led the European nations to power and aided them in creating a ground for colonialism?
2. Distinguish between colonialism and imperialism.
3. Give a brief explanation of Colonialism and describe how it has impacted the modern life of the people in the post-colonial societies.
4. What kind of imperialist strategies did the British introduce in India in order to consolidate its power and dominance in the country?
5. Write a short note on how colonialism affected national identities.

6. Describe the relationship between colonialism and capitalism.
7. What were the major European nations which colonized different parts of the African continent? How and why did the 'scramble for Africa' happen?
8. Explain how the social structures of the colonized societies change during the colonial era. Give examples of Africa and India and describe whether this change can be directly attributed to colonialism.



9.9 REFERENCES AND RECOMMENDED READINGS

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JOT DOWN IMPORTANT POINTS

MODULE IV: AGE OF REVOLUTION

UNIT 10: THE FRENCH REVOLUTION

UNIT STRUCTURE

10.0 Introduction

10.1 Learning Objectives

10.2 Characteristic Features of the French Revolution

10.2.1 A Radical Movement

10.2.3 Liberalism and Nationalism

10.2.3 Laissez Faire

10.3 Factors that Contributed to the Revolution

10.3.1 Absolute Monarchy in France and Political Anarchy

10.3.2 Social inequalities and economic injustice to the people of France

10.3.3 Spread of the Enlightenment Ideals and call for Constitutional Reforms

10.4 Consequences of the Revolution

10.4.1 The National Assembly and Its Adoption of the Declaration of the Rights of Man and The Citizen.

10.4.2 The New Constitution and the Conflict between Church and the State

10.4.3 Enemies of France, the Reign of Terror and the Rise of Napoleon

10.5 Summing Up

10.6 Assessment Questions

10.7 References and Recommended Readings

10.0 INTRODUCTION

The term ‘Revolution’ has a political connotation and in the history of Europe the word carries a bigger burden. If you study the history of Europe from its ancient time through Christendom till the present time you will notice that there were various social-cultural, economic and political upheavals and changes that brought transformation to the ideas and ideologies of different times. The political conflicts between monarchy and the parliament or the tension between the empire and its colonies brought historic changes to the life of people in Europe and abroad as well. Simultaneously one can perceive a section of people rising up for their rights and began to assert themselves through riots and agitations. Traditionally, the term ‘Revolution’ has long been used to mean changes in the construction of government or replacement of one minister by another. However, after 1789, i.e. the era of the French Revolution, the term underwent changes and extended its dimension to mean violence and agitation.

In the word of the famous historian J.M Roberts,

In the nineteenth century the word was often on the lips of politicians and agitated the minds of many. Men came to envisage a new sort of revolution, a true rupture with the past, characterized by violence actual and implied by limitless possibilities for fundamental change, social, political, economic. What is more, the new way of looking at revolution transcended national boundaries; like it described, it had something universal and general about it.

Hence Roberts describes that even though many of the revolutions had failed, many of them, however, brought radical and

revolutionary changes that go beyond its earlier significance. In the history of Britain, the eighteenth and nineteenth century are known for their revolutionary ideals and practice. The eighteenth century witnessed certain major intellectual and cultural developments. In fact, it would not be an exaggeration if we say that the spirit of the Renaissance came to full bloom in the eighteenth century enlightenment and rationalism. The changes that took place in Britain and Europe during this period contributed much to the successive historical events such as Industrialization, colonialism and imperialism in the late eighteenth and the nineteenth century. Hence it is essential for you to study the previous unit on the eighteenth century and the enlightenment to have a better understanding of the age of revolution that followed. The late seventeenth century and the eighteenth century in fact, sowed the seeds of revolutions that transformed entire Europe and England.

It is important to mention here that after the Civil Wars of 1642-51 Britain did not witness any violent political upheaval or revolution in the period between seventeenth century and nineteenth century. On the contrary almost every other state in Europe underwent political changes during the period between the French Revolution (1789) and the Russian Revolution (1917). Britain's case was a bit different in the sense that it enjoyed greater stability as a national power in Europe than its other states. The Kings in England enjoyed only a limited power and their actions were often checked by the Parliamentary affairs. In France however it was mainly political revolutions that stood against old order and demanded freedom and democracy. However in the seventeenth century there was a conflict between the Kings and the Parliament. The Parliament acted against the absolutism practiced by the Kings. See the English Revolution (1640-1649) and (1688-1689).

During 1640-49 the conflict took place between the King (and the Aristocracy) and the Parliament as a result of which King Charles I was executed and England became a republic. In 1660 monarchy was restored in England. In 1685 King James II wanted to establish monarchy. Finally in 1688 Parliamentary law instituted William of Orange and Mary as the King and Queen of England. Thus in 1689 England became a Constitutional monarchy hundred years before the French Revolution.

John Roberts writes that the changes that took place in Europe were shaped by certain external factors such as demographic changes, economic development, technology and communications. In England the revolutions were mainly economic and social by nature.

10.1 LEARNING OBJECTIVES

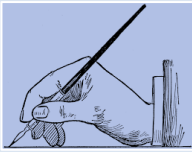
It is true that events in history cannot stand in isolation. One event has its connection with the other and the development of history involves a series of actions and their reactions. The present unit that carries the title about French Revolution will introduce you to such an experience. By going through the previous units you must be familiar with some of the important historical instances of the British history such as Medievalism, Renaissance, humanism and so on. In this unit an attempt is made to make you familiar with one of the most important moments of British history that brought huge transformations to the life and ideology of people and that is the French Revolution. As it has already been said that an event cannot stand in isolation, it is important to examine the causes and factors that contributed to this very important revolution in the history of the West. After going through this unit you should learn about the context of the

aforesaid revolution with all its reasons and consequences. By the end of this unit you will be able to

- Understand the Revolution in its true historical perspective
- Examine the chain of events and their effect that led to the revolution
- The effect and influence of that revolutionary event upon politics, people and the society at large
- Identify the thinkers and their philosophies that contributed to the revolution

The Glorious Revolution

The conflict between Monarchy and Parliament grew because of Charles II's sympathetic attitude towards the Catholics. In 1672, Charles issued a declaration of indulgence which the Parliament passed against Catholics and Puritans after the restoration of the Anglican Church in England. Similarly the accession of James II (1685-1688) further fuelled the chaos as he too served catholic interests. His successors were Mary and Anne and both were Protestants. William of Orange, Mary's Husband was invited by a group of English Noblemen to invade England and James, Mary and their son fled to France. This was a revolution without any bloodshed known as the Glorious Revolution. James had a catholic son by his second wife and as such conflict grew. In 1689, the English throne was offered to William and Mary and the Bill of Rights was passed to ensure Parliament's right to make laws and control taxes. See **Bill of Rights**. Further the Toleration Act of 1689 permitted the Puritans to enjoy the rights of public worship.



CHECK YOUR PROGRESS

1. Give three reasons of calling the Age of Revolution by that name.

2. Write two important aspects of the Bill of Rights.

3. Why is Glorious Revolution known by this name?

10.2 CHARACTERISTIC FEATURES OF THE FRENCH REVOLUTION

10.2.1 A Radical Movement

J. M Roberts calls the French Revolution as a ‘tumultuous, unplanned, unprecedented and unimaginable’ kind of event (Roberts, 349). Edmund Burke in his famous *Reflections on the Revolution in France* wrote Yielding to reasons, at least as forcible as those which were so delicately urged in the compliment on the new year, the king of France will probably endeavour to forget these events, and that compliment. But history, who keeps a durable record of all our acts, and exercises her awful censure over the proceedings of all sorts of sovereigns, will not forget, either those events, or area of this liberal refinement in the intercourse of mankind.

10.2.4 Liberalism and Nationalism

Liberalism was a rising spirit during the Enlightenment of the eighteenth century and the American and French Revolution at the end of the eighteenth century. It meant freedom from restoration and it addressed economic and political freedom. See **Laissez –Faire (9.3.3)** the concept that spread economic liberalism. Their chief tenets were – establishment of equality before the law, freedom of assembly, speech, press to restore individual rights and to prevent despotism. To have a better understanding you may read John Stuart Mill’s *On Liberty* published in 1859 ,classic work on liberty of an individual. It advocated absolute freedom of opinion and free sentiment, supported women’s rights. Mill’s another important work was an essay *On the Subjection of Women* that wrote on women empowerment in the nineteenth century. The spirit of

Nationalism came to the forefront with the French Revolution that spread the virtue of liberty, equality and fraternity. The ideas of 'nation', 'community', 'language', 'tradition' got importance and it began to demand a national government.

LET US STOP AND THINK



In the nineteenth century, in Europe the spirit of imperialism and industrialism went hand in hand and it was supported by the politics of that period.

After Queen Victoria came to the throne, England received a stable government and this strengthened the economy of that time in England. Democracy in England became stronger and it could be seen in the transformation of the Whigs and Tory parties into the Liberal and Conservative parties respectively. The two transformed parties brought political and social reforms in England. For instance, they worked for the extension of voting rights among people and for that purpose the Second Reform Bill (1867) and the Third Reform Bill (1884) were instituted. The age witnessed a significant growth of the spirit of nationalism and patriotism, Spread of education and dissemination of ideas. Here the polytechnics and workmen's institutes played an important role. Print media also helped in the spread of education.

10.2.3 Laissez Faire

Laissez Faire was an expression of liberalism that was an offshoot of the French Revolution.

- ❖ Laissez Faire advocated free trade and economic independence for the benefit of both producers and consumers.
- ❖ It claimed democratic reform and it was inspired by a spirit of liberalism.

- ❖ The Whigs took the initiatives for reform and reacted against the Tory Government's conservative stand against the people. This helped in the repeal of Corn Laws and formation of Poor Laws.
- ❖ The Philosophy of Laissez Faire was inspired by the doctrine of Adam Smith, Thomas Malthus and David Ricardo. Read Adam Smith's *The Wealth of Nations* (1776) that discusses the theory and logic of Laissez Faire. John Stuart Mill's *Principles of Political Economy* (1848) is also important as it threw light upon economic independence.

10.3 FACTORS THAT CONTRIBUTED TO THE REVOLUTION

10.3.1 Absolute Monarchy in France and Political Anarchy

In France the time of Louis XV was of unrest and anarchy. By the time when Louis XIV had left France, the country was under the grip of enormous debt and dissatisfaction. During the participation of France in the American Revolutionary war against her old rival British led to the increasing financial burden. Attempts have been made to liquidate such burdens by the ministry of Louis XVI. However, the bankruptcy continued and the people of France began to blame the Government and the constitutional structure for such crisis and demanded reform. With the rising population of France and the subsequent food scarcity, the situation took a harsh turn when the Government began to handle the problem by borrowing or putting up the direct and indirect taxes on the people. On the other hand, the landlords lessened the wages and put up rents and dues. This contributed to the rising discontent of the public. Such miserable events were accompanied by bad harvests,

cattle disease and recession. As a result, people expressed their anger and revolt against the people responsible for it through 1789 Elections to the Estates General. Louis XIV's successor was a five year old great-grandson. Louis XV came to throne but he proved to be inefficient in his job. The Seven Years' War, the heavy taxes, enormous debt, poverty, hunger, anarchy in the court further deteriorated the rule of Louis XV. Later when Louis's 21 year old grand-son became Louis XVI (1774-1792), the French Government further fell down and lacked the efficiency to handle state affairs. The declining condition of France's financial condition and the inefficiency of Louis XVI and his wife Marie Antoinette soon led to the violent revolution. The political unrest and anarchical condition of the state followed by dramatic changes in trade, commerce and transportation, growth of population, growing poverty threatened the traditional world order of the eighteenth century and they all led to a revolutionary outburst at the end of the century and marked the beginning of a new era in the history of Europe.

The French Revolution brought many changes to the old order of Europe with the dawn of democracy and revolution. The spirit of romanticism was, indeed, an outcome of the effect of the French Revolution. "Liberty, Equality and Fraternity" was their philosophy and there arose a strong reaction against hard Rationalism. In 1789, France saw the formal abolition of feudalism, legal privilege, theoretical absolutism and organization of society on individualist and secular foundations. Besides, in 1791, the Declaration of the Rights of Man and the Citizen prefaced the Constitution of France with its fundamental principles.

10.3.2 Social Inequalities and Economic Injustice to the people of France

The French society had been divided into three estates or orders of the Ancient Regime since the Middle Ages and each one had different Rights. The three orders were as follows;

- The First Estate: That included the clergy section of the French society and they did not have to pay France's tax known as 'taille'. Within the clergies there were higher and lower clergies where the former belonged to noble families.
- The Second Estate: That included the nobility. This section was also exempt from taxes, the 'taille'. They lived an expensive life style and enjoyed the best jobs in the military and government administrations.
- The Third Estate of Ancient Regime: They were the common people of the society and they were the only people who had to pay taxes to the authority. Almost 80% of the French population was peasants and they had to render service to their lords. But they were not able to enjoy privileges like the other two estate people. Some of the people even had to work under unhealthy conditions and thus had to live miserable lives.

Such an unequal structure of the French society was highly responsible for the revolution. People especially from the Third Estate were unhappy for their desperate situations and were looking for an outlet. Many from the Third Estate raised their voices against French absolutism and social injustice. Among them were those who went to universities for higher studies.

LET US STOP AND THINK



What is Ancient Regime

The Ancient Regime was the French political and social system of the kingdom during the Middle Ages. The regime continued till 1792. In 1792,

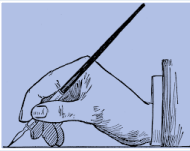
Monarchy and feudal order was replaced by democratic and secular systems. The regime was mostly ruled by Bourbon dynasties.

10.3.3 Spread of the Enlightenment Ideals and call for Constitutional Reforms

The Enlightenment ideals played a crucial role in the promotion of the French Revolution. You have already learnt broadly on Enlightenment ideas in the previous unit. The West was preparing for a new phase spreading the wings of power and imagination. It was an era of new developments and reforms. Besides, the American Revolution in the West further contributed to the scenario. The French were quite influenced by these events and reforms in the West. They were inspired by their ideas of Equality and sought their own reform.

Another reason that stood behind the revolution was:

- Economic Crisis of the eighteenth century: Due to bad harvest, bad weather, miserable condition of the poor people, malnutrition and cattle disease. The King's deteriorated financial condition was also a crucial factor. The King Louis XVI was facing financial strain due to the country's involvement in the American War of Independence. Thus the King's bankrupt situation led to the Assembly of the three Estates on 5th May 1789. This was called the *Estates – General*.



CHECK YOUR PROGRESS

1. Write two reasons of the conflict behind the French Revolution

2. Mention at least three factors that contributed to the French Revolution

3. What were the First Estate, Second Estate and Third Estate in France?

10.4 CONSEQUENCES OF THE REVOLUTION

10.4.1 *The National Assembly and its adoption of the 'Declaration of the Rights of Man and the Citizen'.*

Gradually the *Estates-General* took its shape as a National Assembly. They anticipated a French society devoid of any social distinctions. Such revolutionary steps led to the abolition of class distinctions and writing of a constitution. The National Assembly did several important works such as, nationalisation of the lands of the Church, abolition of the old Feudal system, abolition of censorship, formation of a representative government, establishment of equality before law and most importantly, the separation of the executive from the legislative section. However, some of the Frenchmen did not favour all these. Soon there were two groups-one for the Revolution and the other, against it. They were known as the Left and the Right in the Assembly.

LET US STOP AND THINK



Significance of the Declaration of the Rights of Man and the Citizen

- This important document was adopted in August, 1789 by the National Assembly. The doctrine behind the Declaration is
- Man are born and remain free and equal in rights; social distinctions can be established only for the common benefit. The aim of every political association in the conservation of the natural and imprescriptible rights of man; these rights are liberty, property, security and resistance to oppression.

There are around thirteen such adoptions are there in the Declaration.

(Source: Spielvogel, Jackson J. "Revolutionary Politics: The Era of French Revolution and Napoleon". *Western Civilization (3rd edition): A Brief History, Volume II: Since 1500*. 346)

J. Spielvogel describes this historical phenomenon in the following words:

“Although some historians have used the phrase ‘democratic revolution’ to refer to the upheavals of the late eighteenth century and it is probably more appropriate to speak not of a democratic movement but of a liberal movement to extend political rights and power to the bourgeoisie “possessing capital”, people not of the aristocracy who were literate and had become wealthy through capitalist enterprises in trade, industry and finance”(Spielvogel, 341).

The consequences of the Revolution can be summarised as follows:

- Formal abolition of Feudalism, Theocratic Absolutism and establishment of a society based on Individualist and Secularist principles.
- Call for Equal Rights and Justice: Establishment of a republic based on Liberty, Equality and Fraternity. Rise of the Radical Powers
- Abolition of Monarchy and Execution of Louis XVI
- The separation of the Church and the State.

10.4.2 The New Constitution and the Conflict between Church and the State

The New Constitution was anticipated for a new structure in the French society. The National Assembly took the initiative in 1791 in this respect and worked in favour of a limited constitutional monarchy. The Legislative Assembly consisted of 745 representatives selected by an indirect system of election procedure. But only those could cast votes that could pay taxes equivalent in value to three day's unskilled labour. The Assembly faced serious oppositions from the clerical opponents and most peasants were unhappy after these prospects of the Assembly. This dissatisfaction developed because of the rise of Bourgeois Politicians in the Assembly. The King Louis XVI attempted to flee France in 1791 as he was quite upset for the failure of the revolution. But he was captured and brought back to Paris. The French Legislative Assembly was adversely affected by the disloyalty and irresponsibility of the Monarch and sought reform to overcome this unhealthy situation. In 1792 a radical change took place. Some Radical Parisian political groups arranged a mob attack on the Royal Palace and the Assembly and called for a National Convention. This new initiative demanded Universal Male Suffrage. According to that Convention in 1793 King Louis XVI was to be executed. A New Revolutionary Army was created by the Convention to protect the Republic from foreign invaders.

LET US STOP AND THINK



Abolition of Slavery: The French Revolution also led to the abolition of slavery. There was a club known as 'Friends of the Blacks' who stood in favour of the abolition. The French planters showed oppositions against it as they were collecting great benefits from the slave trades in sugar plantations in the West Indies. In 1794, when the National Convention was on power, slavery was abolished. This incident was

greatly inspired by the ideals of equality. By that time the slaves in Africa started revolting against their traders.

The Fall of the Bastille: The incident took place on 14th July, 1789 when the medieval Royal armory and the state prison in Paris was attacked by some Parisian crowds. The Bastille was attacked because some of the Parisians saw it as a symbol of abuse of power and its fall marked the triumph of freedom and liberty in France.

10.4.3 Enemies of France, the Reign of Terror and the Rise of Napoleon

The Revolution successfully abolished the ancient regime and the King Louis XVI was executed. This, however, led to another threat from outside. European countries like Austria, Prussia, Portugal, Spain, Russia formed coalition against France and prepared to attack France. The objective was to counter the revolutionaries and reorder the old regime. As it has been mentioned earlier, a New French army was formed to protect the Republic from such external foes. An Executive committee of twelve known as the Committee of Public Safety paid the best service during the time of internal and external crises in France in 1793. The Committee and the Convention together established the Reign of Terror to prevent the domestic crisis. The Reign of Terror was actually a repressive strategy to condemn the traitors of the country. Attempts were also made to provide some economic control over goods. The national Convention also applied a de-Christianization policy to eliminate threats from the enemies. Thus the national Convention and Safety committee preserved the Revolution till 1794. But after 1794, there was complete stagnation and anarchy in France due to the decline of the Committee of Public Safety. France began to face great financial problems and some Royalists continued their attempts to

restore monarchy in the country. Such factors led to the defeat of the Committee and rise of the popular Military General Napoleon Bonaparte. The period that comes immediately after the revolution was the era of Napoleon who made the statement, "I am the Revolution". In 1791, the National Assembly formed a new Constitution which encouraged limited Constitutional monarchy. However, there was a growing dissatisfaction over the prejudice of the monarchs. The Government was undergoing severe financial crisis due to massive tax evasion. King Louis XVI failed to take the situation under control and attempted to flee France in June, 1791. This led the newly elected National Constitution of 1792 to execute him on January 21, 1793 and with that the destruction of monarchy was complete.

By that time most of Europe, a coalition of Austria, Prussia, Spain, Portugal, Britain, the Dutch republic and Russia had aligned against France and later decided to invade France to re-establish the old regime and destroy the revolutionaries.

Napoleon came to power in 1799 and reigned till 1814. He proved himself to be a dictator and turned international relation upside-down securing the status of France. It was during his reign that codification of law took its shape which till now becomes the basis of French Jurisprudence. In 1799, a new form of the Republic came into the scene and there, the Executive authority of the government came under the control of Napoleon. In 1802, he restored monarchy in France and crowned himself Emperor of France, Napoleon I. Thus, it can be seen that the revolution's ideals of liberty and equality suffered in the hands of Napoleon. The new aristocracy took the shape of despotism and equality faced its turmoil.

The reasons for Napoleon's collapse of Empire were as follows:

- Great Britain's rising strength and the force of Nationalism

- The Spanish threatened against Napoleon's rule and it was aided by the British
- In 1812, Russia was invaded and he was drawn to ruins. He could not fight off Russia, Prussia and Austrian armies in the East.

10.5 SUMMING UP

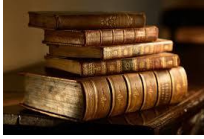
The French Revolution spread the message of Hope across the World. By its revolutionary ideas, the Revolution brought massive changes to the social and political scenario of Europe and France. The revolution was based on the concept of Liberty, Equality and Fraternity and these ideals helped in the promotion of democratic and secular ideals around the world. The revolution inspired the anti-capitalist and anti-colonial movements during the nineteenth century and remained as a model of revolution.



10.6 ASSESSMENT QUESTIONS

1. What were the consequences of the Revolution?
2. Discuss the role played by the Committee of Public Safety during the Revolution.
3. Define Reign of Terror. How did it finally lead to the defeat of the safety committee?
4. Write a short note on the abolition of slavery in France.
5. What were the revolutionary document/ declaration that influenced the French Revolution?

6. What role Napoleon played in the restoration of Monarchy and Republicanism? Can you analyze him as a preserver of the French Revolution ideals?



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JOT DOWN IMPORTANT POINTS

UNIT 11: IMPERIALISM-DEBATES ABOUT SLAVERY

11.0 Introduction

11.1 Learning Objectives

11.2 Ideologies of Western Imperialism

11.2.1 The highest stage of Capitalism

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11.3 Debates over Slavery

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11.0 INTRODUCTION

To understand the history of imperialism you have to go through the history of Empire formation and colonial expansion. As you have read in the previous modules, the history of Europe has remained significant due to its rich intellectual and socio-cultural developments in the post-Medieval period. The Renaissance in the late fourteenth century and the Enlightenment in the eighteenth century changed the whole scenario of Europe in the fields of trades and commerce. The phase of Imperialism in

European history actually began with the expansion of trades and commerce. The Europeans established colonies in various other countries (mostly non-Europeans) mainly for commercial purpose. The massive inventions in various fields during the Renaissance made the Europeans superior to other countries. Mostly driven by a greed for more power and gold, the Europeans started exploiting the resourceful countries. Africa, Asia, the USA, Cuba –these countries were colonised for trade and commercial gains and profits. The Europeans were more inclined towards the lands outside Europe, perhaps, because they were curious about the magical lands frequently mentioned in the fantastic literature of the Middle Ages. Besides, the Europeans became familiar to the world map designed by the famous astronomer, Ptolemy of the second century A.D.

By 1477, Ptolemy's *Geography* also became available to the Europeans in a printed form. Imperialism, Colonialism are related terms. Imperialism means one country's control over another and colonialism means the situation of colonizing other countries. The economically sound countries that establish colonies generally targeted the non-industrial and non-white countries for exploitation of resources.

11.1 LEARNING OBJECTIVES

Imperialism was an important phase in the history of Expansion of territories. The term refers to an imperial order where a country or a kingdom or an empire extends its power to other territories by means of acquisition of territories. Thinkers and scholars like Edward said calls it a system of domination and subordination where there is a tension between the centre and the periphery. This present unit aims at an exploration of the ideas of Imperialism and its significance in the history of the West. By the end of the unit you should be able to

- Gain an insight into the broader history of Imperialism and its effects.
- Be familiar with the debates over Slavery in the European history.
- Understand the factors that contributed to the end of slavery.
- Comprehend the movements against colonialism and imperialism.

11.2 IDEOLOGIES OF WESTERN IMPERIALISM

The changes that transformed Europe and Britain together in the economic, political and social front led these countries to encounter a series of new ideas such as reason, freedom, individuality, progress etc. The great discoveries enriched the transportation and communication system while at the same time there was a growing sense of inequality and crisis across the world. Let us discuss what did the age of enlightenment bring for England and the effect was as follows:

- The Enlightenment was a major European intellectual phenomenon that transformed the socio-cultural life in the eighteenth century. France was the centre where its practice could be distinctly perceived. The rationalist thinkers who contributed to the thoughts of enlightenment were Voltaire (1694-1778) who questioned all forms of domination and defended freedom of speech, Baron de Montesquieu (1689-1755) who brought the use of the empirical framework in political discourse. According to Montesquieu, the states could be classified into three parts: a republic, monarchy and despotism and for him republic was the best of governments. Montesquieu was the first to define government as a system of the executive, the legislative and the judicial.

- Another major figure whose name created a history was Rene Descartes (1596-1650) who introduced reason through the method of doubt. He believed that through a method Deduction, reason can be validated.
- In England, the philosophy of Isaac Newton, John Locke brought great transformations to the life and thoughts of people. In their philosophies reason and science coincided and this brought man's intellectual capacities to the ultimate height. In England, Enlightenment was mostly perceived as the idea of progress with the philosophies of David Hartley, Edward Gibbon, Mary Wollstonecraft and Hume. One such important philosophical writing was the English thinker, John Locke's famous *Essay Concerning Human Understanding* published in 1690 where he wrote about human progress and Human's supremacy of reason. Thus, in other words, it can be said that the Enlightenment worked as a cultural project that began to shape the future of England and Europe by its various socio-cultural, political and economic agendas.

11.2.1 The Highest Stage of Capitalism

Imperialism is considered as the highest stage of Western Imperialism because Imperialism took the final shape of capitalism that was promoted on the logic of domination. For instance, the Portuguese and the Spanish empires expanded their territories and took leadership in the age of European expansion. They made voyages to different places in search of new world. Under the sponsorship of Prince Henry, the Navigator, Portugal began its exploration of the coast of Africa in fifteenth century. The Portuguese wished to have an access to the spice trade of the Indies. In the history of Spanish Exploration, the name that first comes to our mind is Christopher Columbus (1451-1506) who discovered America (after Amerigo). The Spanish developed their

own administrative system in the new world discovered by them on the basis of viceroys. But the Spanish policies towards the native peoples were exploitative and paternalistic. Thus there was clash between the government and the natives. The Spanish and the Portuguese thus were the two leading nations in the fifteenth century. In the seventeenth century, the Dutch, the French and the British rose as colonial powers in the West and gradually replaced the others. This is how the capitalist order came to its full shape. This resulted in the birth of rival forces on the World stage.

11.2.2 Theories of Imperialism

If you want to learn about the age of Imperialism, you must read the history till the World War II because most of the colonised countries got their independence only around that period. The following were the objectives of the European Imperial design

- **FOR TRADE AND COMMERCE:** Imperialism's main motivation was economic. By expanding the horizons, the West wished to have control over the natural resources and raw materials of the producing areas. The industrialists and the bankers derived great benefits from their investments. Thus European Imperialism largely took the shape of an economic imperialism.
- **FOR DEFENCE AND SAFETY:** Defence and safety from external enemies was a major matter of concern for the Imperialist. The growing competitions among various industrial powers around the world made it inevitable to think in terms of defence and safety. So the West spread its hegemony to exercise a firm control over the underdeveloped areas to assert its ascendancy over the rest. The political power was the only power that could establish their autonomy. Hence, the West targeted the underdeveloped

countries and exercised various means to assert political control over them.

- **FOR EXTENSION OF CHRISTIANITY:** Religion played a very important role in the expansion of colonial territories. Christian missionaries from the colonial countries such as France, Britain, Portugal and Germany went to the underdeveloped territories with a mission to convert the non-Christians. The missionaries established churches and missionary schools for the promotion of their religion and language. But in most of the cases, it was mainly to help the Western colonisers in their civilising mission. Thus the history of colonialism and Christianity shared similar objectives during the Imperial era.

11.2.3 Rise of the West and Colonialism

What led to the rise of the West phenomenon was the wide-ranging European hegemony. Europeans became the most powerful society in the world. As it has been mentioned, Asia and Africa were the chief targets. The reason behind such an imperial framework was the presence of competitive nation-states after 1870. The European countries established colonies not only for commercial purpose, but also for International glory and prestige. The prominent countries that participated in this race for power and glory were- Russia, Great Britain, France. Spain, the Portuguese and the Dutch were among the oldest imperial powers. Spain had to face heavy loss in this race after 1800 and gradually declined. Germany, Italy and Belgium also took part in this race for territorial expansion. However, France and Great Britain proved to be the most powerful as imperial powers. The rise of Britain and France was accompanied by the fall of the Ottoman empire. One of the reasons behind the rise of Britain was its supreme Naval power. It is known that four-fifth of the world's

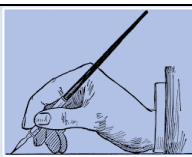
land area were occupied by the European colonialists by 1914. The factors that contributed to the Rise of the Colonial West are as follows:

- New discoveries and overseas trades and commerce.
- Christian Missionary activities and development of English language.
- Growth of Capitalism and competitions among nation-states.
- The fall of Ottoman Empire and decline of the Portuguese and the Dutch.
- Great Britain's rising mercantile endeavours and increasing Naval power.

The age of Progress 1871-1894

The Industrial Revolution and the sparks of Science and Technology transformed the socio-political and cultural environment of the West. The new discoveries in the fields of transport and communication gave boost to the industrial economy of the Europeans. This eventually led to the formation of a Mass Society that enjoyed voting rights and free education. The position of the women also grew better as they also received the opportunity to work outside. It was a time of stability and great industrial prosperity. The most important phenomenon that took place during this time was the transformation of the urban environment. However, the dramatic increase in the European population in the nineteenth century became a matter of serious concern. This was happening because of the declining death-rates due to new medical discoveries, congenial life-style and improved nutrition of the people. The reasons behind such a flow of population were

- Migration: People from the countryside began to move towards the Industrial towns in search of better job opportunities.
- New Medical Discoveries and declining death-rates.
- The Public Health Act 1875: In Britain, this Act ensured clean running water and internal drainage system.



CHECK YOUR PROGRESS

1. Mention at least three ideologies of Western Imperialism.

2. Write three reasons behind the dramatic increase in population during the nineteenth century.

11.3 DEBATES OVER SLAVERY

Slavery was a debatable issue in the history of imperialism. Slaves were mostly used for trade and commercial purpose. If you check the history of imperialism during 1500 to 1900 you will notice that rise of the West was accompanied by a serious decline in Black civilization and history. The blacks, especially the Africans were exploited by the Europeans and in that way the Europeans imposed a political control over the Africans. Old African political institutions were destroyed as they were considered 'uncivilized'. The Blacks had to wait long 400 years to see the anti-colonial/imperial movements against the exploiters. The Africans were sold to plantation owners in Europe and other English countries. The history of the Blacks tells us about the horrible conditions of the slaves under European owners.

11.3.1 *Formation of 'Self' and 'Other'*

What kind of relation was there between the Europeans and the other (non-Europeans/ Blacks)? The answer is the self and the other relation. The Europeans tried to express their superiority by their skin colour. The blacks were called the 'uncivilized' and hence inferior to the whites of the West. The African countries were the places of their raw resources and they wanted to create a huge market. This was also to protect their financial investments in the 'not-civilized' countries. Thus you can see that the Europeans had a definite civilizing mission that was totally based on a racist ideology.

11.3.2 *Slave Trade*

Slave trade was a profitable business during the age of expansion. The Portuguese at first used some Europeans as slaves but gradually they replaces with the Africans. Most of them were

used as domestic servants. There is another history behind this. Most of the slaves from Africa were shipped to Brazil and Caribbean as labours for the sugar plantations. The small native numbers were not sufficient for such a profitable work. It is reported that an estimated 275,000 African slaves were transported to other countries in the sixteenth century and the numbers increased dramatically. The slaves were mercilessly treated by their masters. They were kept in chains and had no life of their own. They were treated like tools and instruments for some mechanical benefits. Due to such inhumane treatment and unhygienic situations their death rate was high. They were also prisoners of war during the rise of the West. Gold and other European goods were exchanged in return.

11.3.3 Anti-Slavery Movement

It is not that nobody raised voice against such exploitative circles. There were cross-currents also. A few sections of the European countries showed concern over the slave trades and lamented over it. Significantly, a society mostly known as the *Quakers* stood against Slavery in the 1770s and took strong actions against its practitioners. They excluded those who were engaged in slave transportation from their church. This movement received its final shape during the French Revolution when slavery was totally abolished by the French. However, the United States continued this trade till 1860s.

LET US STOP AND THINK



- The abolition took place for the emancipation of the slaves and its main objective was to eradicate racial discrimination.

- Among those people who inspired such emancipatory activities were Theodore D. Weld, Lewis Tappan and William Lloyd Garrison.
- The American Anti-Slavery society played an important role in this emancipatory process. The society was founded by Garrison, Tappan and other sixty members. The society raised its voice against racial discrimination and prejudice.
- The abolitionist movement was further influenced and accompanied by women's emancipation movement or feminist movement.

AMERICAN CIVIL WAR: The American Civil War dates back to 1861-1865. The major events that took place during the course of action were Battle of Gettysburg, battle of Antietam, Vicksburg Campaign and Fort Pillow Massacre. The war was between the United States and eleven Southern Slave States that constituted the Confederate States of America. The chief reasons of the war is anticipated as

- Controversy over Slavery.
- Conflicts between the United States and the Confederate States of America.
- Attack of the Confederate States on Fort Sumter in South Carolina in 1861.

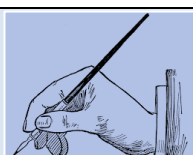
As a result of the Civil War the Confederates states were defeated by the United States after the surrender of General Robert E. Lee to General Ulysses S. Grant at the Battle of Appomattox Court House. This also helped in the abolition of Slavery and grant of Civil Rights to the freed slaves.

Key Persons of the Civil War

Abraham Lincoln (1809- 1865): Lincoln raised his voice for the full emancipation of the slaves. He was elected the 16th President in 1860 of the United States of America. He was mostly known for the leadership he took for the preservation of the Union of US during the Civil war. His Emancipation Proclamation (1863) was a remarkable speech on the abolition movement.

Robert E. Lee: Lee was the leading General of the Confederate States during the American Civil War. He was mostly remembered for his series of victories on the battle field against the Union. However, He had to surrender before the North at the Battle of Gettysburg. He was a heroic figure in the history of Civil war.

Franklin Pierce: Pierce was the 14th President of the United States who signed the Kansas-Nebraska Act raising conflict over slavery.



CHECK YOUR PROGRESS

1. Give at least two reaction each in favour and against slavery in the West.

2. Mention few factors that finally led to the American Civil War.

11.4 ATTACKS ON IMPERIALISM

11.4.1 Decolonizing the West: Against Colonialism, Hegemony and Imperialism

The process of decolonisation as a reaction to imperialism started when the ‘civilizing mission’ of the West reached the extreme point. The West was well equipped with modern technology and sophisticated weapons. So the indigenous people of the Non-Western countries could not fight against the colonialists. So initially most of the colonised countries accepted the rules imposed by the colonizers. However conflicts arose due to two extremes.

- The traditionalists were reluctant to embrace the new cultural traditions of the West.
- Those who were in favour of this modernizing mission believed that such acceptance of Western ways will transform their societies and would enable them to challenge the colonial rule.

If you take the case of Africa, you find that the colonized Africans stood against the West due to injustice and betrayal. The poor peasants on plantations were denied justice. They suffered a lot under the colonisers. The middle class Africans were deprived of respectable jobs. The Europeans treated the native Africans miserably and addressed disrespectfully. Though a new educated class began to admire Western culture, most of the Africans hated the colonial empire. They came forward to fight for their national and cultural identity. Several writers including Chinua Achebe and Nguguwa Thiongo wrote against the colonial rule. Achebe's famous novel *Things Fall Apart* is a reply to the colonial account in Joseph Conrad's *Heart of Darkness*. Reading of post-colonial literature will make you open to many such reactions against imperialistic strategy. In India too, the British colonisers did great injustice and torture. The colonizing in India was conducted by a trading company known as the East India Company. In the nineteenth century situation became unbearable for the colonised Indians to survive under their British masters. In 1857 a revolt took place known as the first war of Indian Independence (earlier known as Sipoy Mutiny). After that under the leadership of some moderate, educated Indians such as Mahatma Gandhi, Jawaharlal Nehru, Indians claimed complete freedom from the British in 1947. The colonial history in India lasted for more than two hundred years.

In China, the Boxer Rebellion in 1900-1901 was a strong reaction against the foreign invasion. The foreign businessmen, the baptized Chinese people were attacked. One of the most prominent Chinese rebel was the leader Sun Yat –sen.

What is Hegemony?

The word is of Greek origin and it means the political, economic and military control of one state over another. For instance, the

European hegemony over Africa and Asia. According to the theory of Hegemony, the socio-politically dominant state can exercise power over the rest. It can exercise control over the natural resources, raw materials and markets of the other. The famous Marxist, Antonio Gramsci defined that ‘cultural hegemony’ means manipulation of the value system of a society by the ruling class where the dominant view gets universally accepted.

What was the White Man’s Burden?

The American imperialists used the concept of ‘white man’s burden’ to justify their imperial design. The phrase occurs in one of the Rudyard Kipling’s poems “The White Man’s Burden” where Kipling encourages the American Colonizers for colonising enterprise. The phrase symbolises the Eurocentric racial prejudices. During postcolonial period all these became subjects of great critical view.

LET US STOP AND THINK



Post-colonial literature was produced mostly by those countries that were once colonized by European countries. The themes that such literature center round colonialism and its impact, question of identity and imperialism. In the theoretical writings of Homi Bhaba, Edward Said, Franz Fanon, Helen Tiffin, Robert Young you can explore the colonial and postcolonial ideas and ideology. Edward Said is known for his legendary work *Orientalism* (1978) while Franz Fanon is widely remembered for his two revolutionary books *Black Skin White Mask* and *The Wretched of the Earth*. So far as Indian Post-colonial literature is concerned the names that come to the forefront are Salman Rushdie, Amitabh Gosh, R.K. Narayan, Anita Desai and Meena Alexander.

11.5 SUMMING UP

The present unit was an attempt to introduce you to the imperial history of Britain and its socio-political impact on society. The imperialism in the West ultimately prepared the ground for the First World War in the twentieth century. The growing competitions among the colonies resulted in conflicts and unrest the West. The era of progress was thus also accompanied by an era of anxiety. The unhealthy relation between the West and the Non-West further traced the root of Nationalism in the colonies. The two World Wars actually bear the evidences of the decline of the West.



11.6 ASSESSMENT QUESTIONS

1. Define Post-colonialism. Reflect on politics of knowledge and post-colonial identity.
2. Discuss the legacy of Western Imperialism. Who were the Imperial countries?
3. What were the events that gradually paved the way for Empire formation?
4. Write a short note on the conditions that led to the growth of Slaves in the West.



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JOT DOWN IMPORTANT POINTS

UNIT 12: INDUSTRIAL REVOLUTION- WORKING CLASS MOVEMENTS, CHARTISM, SCIENCE

UNIT STRUCTURE

12.0 Introduction

12.1 Learning Objectives

12.2 Pre-Industrial Movements: the Renaissance, the Enlightenment

12.3 Factors that contributed to the Industrial Revolution

12.3.1 The Cotton and iron industry, factories and the Great Exhibition in Britain

12.3.2 Growth of the cities, population and new social classes

12.4 Industrial novels in the 19 Century

12.5 Reactions against the Industrial Revolution

12.5.1 The Mid-Victorian period

12.5 Romanticism as a reaction against Industrial Revolution

12.6 Summing Up

12.7 Assessment Questions

12.8 References and Recommended Reading

12.0 INTRODUCTION

In the history of Britain, the eighteenth and nineteenth century are known for their revolutionary ideals and practice. The eighteenth century witnessed certain major intellectual and cultural developments. In fact, it would not be an exaggeration if we say that the spirit of the Renaissance came to full bloom in the eighteenth century enlightenment and rationalism. The changes that took place in Britain and Europe during this period

contributed much to the successive historical events such as Industrialization, colonialism and imperialism in the late eighteenth and the nineteenth century. Hence it is essential for you to study the previous unit on the eighteenth century and the enlightenment to have a better understanding of the age of revolution that followed. The late seventeenth century and the eighteenth century in fact, sowed the seeds of revolutions that transformed entire Europe and England. Hence, before telling you anything about the revolutionary period, we would like to remind you of a few important events that shaped the history of the nineteenth century revolution.

12.1 LEARNING OBJECTIVES

The Industrial revolution can be considered as the most important economic and social transformation in the history of the West. This was the most potent force behind the rise of the West. In the present unit you will be given detailed information about the origin and phases of the Industrial revolution. By the end of this unit you will be able to

- Contextualize the revolution
- Understand its impact on the society
- Go through the reactions against such a revolution.
- Explore the merits and demerits of the revolution

12.2 PRE-INDUSTRIAL MOVEMENTS: THE RENAISSANCE, THE ENLIGHTENMENT

The Renaissance and the spirit of Humanism: The discovery of the new world and the formation of world economy: The East meets west. It was during this period that people began to take interest in the world around them. Many of the educated

Europeans were natural philosophers and the Renaissance Humanists were masters in both Greek and Latin and they helped spread the ideas and knowledge of classical masters, scientists and philosophers like Aristotle, Galen, Ptolemy, Archimedes etc. These masters began to show interest in nature and the world around them. They attempted to understand the mechanism of the world and thus developed the field of Mathematics, Astronomy and physics. One major figure of that period was Leonardo da Vinci who showed tremendous influence upon the successive scientists like Copernicus, Kepler, Galileo and Newton. And such developments in the field of language, physics, mathematics and astronomy paved the way for the Scientific Revolution in the eighteenth century.

The Enlightenment and the scientific revolution in the seventeenth century: The scientific revolution marked a transition from religious to the secular, rational and materialistic perspective.

- A new world view was set against traditional orthodox views. Christianity was under scrutiny because of the conflicts between old and new, the Creation myth and idea of evolution, the religious and the secular so on and so forth. However, even among them there were few like Blaise Pascal (1623-1662) who sought to unite science and religion.
- There was a revolution in astrology enriched by the cosmic philosophy of Copernicus, Kepler, Galileo and Newton. The works that revolutionized the period were- Copernicus's *On the Revolutions of the Heavenly Bodies* (1543), Vesalius's *On the Fabric of the Human Body* (1543), Galileo's *The Starry Messenger* (1610), Harvey's *On the Motion of the Heart and Blood* (1628), Cavendish's

Ground of Natural Philosophy (1668) and Newton's *Principia* (1687)

- Revolutionary changes could be perceived in the field of medicine and health matters. A. Vesalius and William Henry made remarkable contribution to this field by discovering the theory of human body and circulation of blood.

The Scientific Revolution was accompanied by strong rationalism grounded on the philosophy of Rene Descartes who placed his philosophy on doubt and reason. "I think, therefore I am" was his ground for belief in reason. His 'Cartesian Dualism' philosophy tried to establish the distinction between mind and body and that everything in the world is governed by a pure mechanism of reason.

LET US STOP AND THINK



Rene Descartes: Descartes was the founder of modern philosophy. His famous works are Discourse on Method (1637), Meditations on First Philosophy (1641), Principles of Philosophy (1644). He is known for his foundation of 'Continental Rationalism'. Gottfried Leibniz (1646-1716) was one of the followers of continental rationalism of Descartes.

The Royal Society

The Royal Society was such a scientific society that worked for promotion of enlightenment thought and ideas. The society was founded after Charles II came to the English throne in 1660. The members who were present during its foundation were Christopher Wren, Robert Boyle, Sir Robert Moray, William, John Wilkins and Viscount Brouncker. This Royal Society and the French Scientific societies such as The French Royal Academy of Science worked for

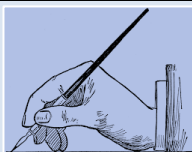
the promotion of scientific research values.

Darwinism:

This is a revolutionary biological philosophy on Human Evolution and Survival. Darwinism was based on the ideas of Probability and Chance, Nature and scope of Selection, Adaptation and Teleology. Darwinian concepts were skeptical about the Biblical story of Creation and first introduced the concept of 'Species'.

Darwinism and its impact:

It was Charles Darwin's (1809-1882) theory of Evolution that transformed the socio-historical scenario of Europe. Darwin's theory of evolution analyzed nature as a process and that the process of evolution takes place through a process of natural selection. The two epoch making books in this respect were *On the Origin of Species* (1859) and *The Descent of Man* (1871). The theory of Darwinism in many respect suggested the principles of Laissez-faire capitalism and political conservatism. As the theory of natural selection and struggle for existence justified the stratification of people according to their economic status, the theory became a tool for justification for inequality among people. It was because of this that Darwinism as a philosophy declined towards the twentieth century.



CHECK YOUR PROGRESS

1. What is the main contention of Darwinism?

2. how did the theory of Darwinism challenge religious beliefs

The changes that transformed Europe and Britain together in the economic, political and social front led these countries to encounter a series of new ideas such as reason, freedom, individuality, progress etc. The great discoveries enriched the transportation and communication system while at the same time there was a growing sense of inequality and crisis across the world. In the previous unit we have already discussed changes that the age of enlightenment brought to England and the effect thereafter. Please refer to that unit.

Capitalism: Capitalism was a natural outcome of the Renaissance that brought trade and economy to the forefront. In the post-medieval era, the merchants played a vital role in the production and circulation of articles and materials and that indeed, raised the curtain of modern period. The time can always be referred to as the beginning of the age of progress. As economic interests grew they began to explore newer routes for better communications and transportations and this led to the discovery of the new roads and transportation of machines. What we call culture of competition came with those early practices by the merchants and they eventually paved the way for the formation of Empire and

subsequent colonialism. Textile industry was one of the oldest industries in the world and cloth trade was one of the major resources of the English tradesman. The following were the factors that contributed to the spirit of capitalism:

- Demise of Feudalism
- The changes in land tenure
- The failure of the craft guilds to combat the onslaught of the rising merchant class
- Rapid urbanization
- Expansion of trade and commerce and growing competition in the international scenario.

Utilitarianism:

Utilitarianism was the philosophy of happiness and pleasure. Its chief practitioners were John Stuart Mill and Jeremy Bentham. John Stuart Mill was of the opinion that acts should be classified as morally right or wrong 'in proportion as they tend to promote happiness'. In Mill's words, "Actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness".

- The Utilitarian acted as social reformers. Bentham was a moralist and voiced against cruelty towards animals
- They supported women's suffrage.
- Advocated abolition of slavery

12.3 FACTORS THAT CONTRIBUTED TO THE INDUSTRIAL REVOLUTION

Let us now come to the factors that contributed to the origin of Industrial Revolution. You may summarise them in the following points:

- The agricultural revolution in the eighteenth century increased the food production and foods became available at lower prices with less labour. Along with that the rapid growth of population solved the problem of labour for working in the newly constructed factories in Britain. Britain had been profited by trade and cottage industries.
- Secondly, Britain had an active Central bank and well-developed, flexible credit facilities. Britain was ready to make investments for future productions.
- The English Revolutions in the seventeenth century influenced the environment in Britain and Britain had the important mineral resources such as coal and iron ore which were needed in the production of materials.
- Britain was a small country and its easy and unproblematic mode of transportation and communication helped develop the industrial centres of the country
- Britain had enough markets for circulation of the manufactured materials. As you have already learnt, Britain developed a vast colonial empire during the eighteenth century and had a rich and well- developed transportation system through which they could import and export the products smoothly. Britain successfully transported its materials to the markets in America, Africa and the East. Items such as clothes, day to day used materials were supplied to these countries and thus developed the textile industries in Britain.
- As demands for inside and outside grew, there was a greater need for using new methods that would enhance the speed of production and circulation. This led to the birth of Industrial Revolution in the second half of the eighteenth century.

There are other important points to be noted here:

- There was a loss of human labour. As people began to incline mostly towards time saving devices, the problem of

unemployment grew. There was a massive wave of migration from country to city life.

- Class divisions: The disparity between rich and the poor grew as the rich became richer. The wealthy and middle class people ill treated the poor who lived a miserable life in the hands of their employers. They lived in small houses, overcrowded where the sanitary conditions were very poor. The cities were unhealthy due to dirty water and drain systems. On the other hand, the industrial middle class enjoyed a special set of rights. They were the factory makers, purchaser of machines etc. they were ambitious, greedy, visionary, determined and revolutionary.
- Destruction of nature : Environmental crisis, pollution
- Materialism, Massive population growth and growing poverty.

12.3.1 The Cotton and Iron Industry, factories and the Great Exhibition in Britain

The industrial Revolution brought major changes into the lifestyles of European people. This was evidently due to the growth of textile industries and circulation of materials. The development of the flying shuttle, spinning jenny and power looms increased greater opportunities among entrepreneurs. This sector was further benefitted by the invention of the steam engines and use of the machines. A Scottish Engineer, James Watt invented the steam engine and that changed the history of industrialization. Steam power was used in cotton mills, mining activities and cottage and coal industries.

Britain had a rich resource of iron and the revolution transformed Britain's iron industries to a great extent. New methods of melting were introduced and irons of high quality were produced. Railroad constructions further increased job

opportunities and solved the problem of transportation and communication.

The factories were the hubs of labours and machines. The industrialists employed workers at various levels for maximum outputs. They observed a specific time format for the workers. The workers were forced to work hard. For any kind of misdeeds, they were dismissed from their works.

The Great Exhibition in 1851

This was first organised at Kensington in London in the Crystal Palace. The fair displayed the various skills of the industrialists and wide variety of products produced by them. The fair told the success story of the British. Britain became the world's first and richest industrial nation.

12.3.2 Growth of the cities, population and new social classes

Cities were the central places of government offices, courts and commerce. So people came to the cities from country areas for more employment opportunities. London was the most populated city during the revolution.

The major reasons behind unprecedented population growth were-

- Decline in death rates due to better nutrition and increase in food supply
- Disappearance of famine, small pox and plague

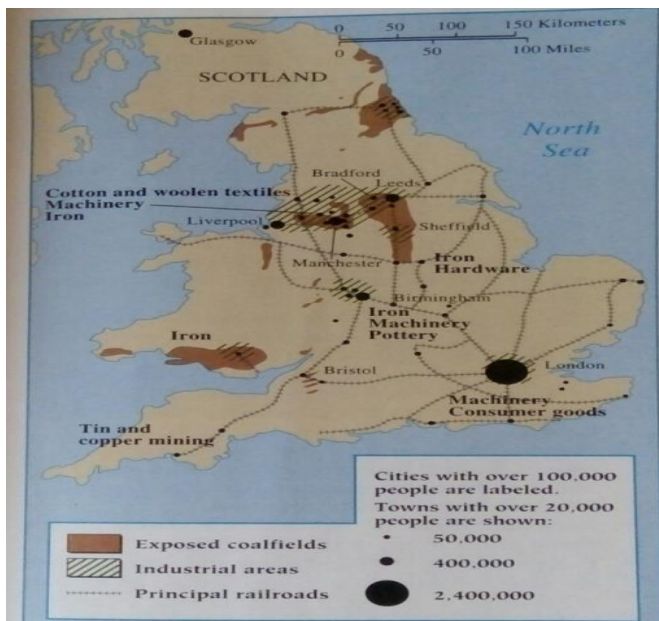


Fig: Industrial Revolution In Britain

The Industrial Revolution gave birth to new social classes such as industrial middle classes and industrial working classes. **The Working Class** section was the labour class also known as the **Proletariat**. They were dependant on their labour wages received from their Industrial masters. They were engaged in **blue-collar, white –collar and pink-collar** jobs. What did they mean?

Blue Collar: Engaged in non-agricultural manual work such as, manufacturing, mining and fire-fighting.

White Collar: Associated with administrative, professional works in the office.

Pink Collar: Women related works such as Teaching, Nursing and Child Care etc.

Conditions of the Working Class:(See Industrial Novels)

- The Working Class had to face a miserable life.
- They had to perform dreadful jobs.

- Long working hours made their life restless and hectic. They had to work for minimum 12 hours a day, six days a week.
- Job security was not available and their work places were very unhealthy.
- Both women and children were employed in factories and coal mines. Child Labour was a major issue. Before 1870, 50 percent of the workers in the textile industries were women.

12.4 INDUSTRIAL NOVELS IN THE 19 CENTURY

Industrial novels written during the nineteenth century were mostly known as Problem Novels or Social Novels because of their concern for socio-cultural and economic problems in the contemporary society. Thomas Carlyle's **Condition of England novels**, Benjamin Disraeli's *Sybil*(1845), Elizabeth Gaskell's *Mary Barton* (1848), Charlotte Bronte's *Jane Eyre*, Charles Dickens's *Hard Times* (1854), *Oliver Twist*(1839) were some of the literary works that displayed the harsh industrial realities in the West.

12.5 REACTIONS AGAINST THE INDUSTRIAL REVOLUTION

12.5.1 The Mid-Victorian Period

The conflict between the aristocratic and upper middle class representatives continued in this era especially on the issue of extension of voting rights. Benjamin Disraeli (1804-1881), the then leader of the Tory government anticipated reform in the electoral system and accordingly in 1867, the Reform Act was followed. In 1860s steps and reformative measures were taken to improve the working conditions of the people in industries. For this purpose Trade Union Act was also founded.

Trade Unionism: Trade Unionism was a reaction to the adverse changes that took place after the Industrial Revolution in Europe. It united against the miserable life of the working class and the subsequent formation of labour organization against low wage and bitter working condition.

Two purposes have been served by these unions

- To preserve the position of the workers by imposing limitations to the entry into their trade
- To gain benefit from the employers for better wage and better life styles. Example of such trade was the Amalgamated society of Engineers in 1850. There was an instance of attacking the machines by a few skilled craftsmen.

LET US STOP AND THINK



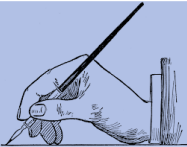
Factory Act: During the era of industrial revolution the Factory Laws were made to regulate the working conditions of the people including women and children in the factories. There had been a continuous struggle between the working class and the capitalist class. The British Parliament passed Factory Acts in 1802 and 1819 which checked the activities of the working class people in the factories.

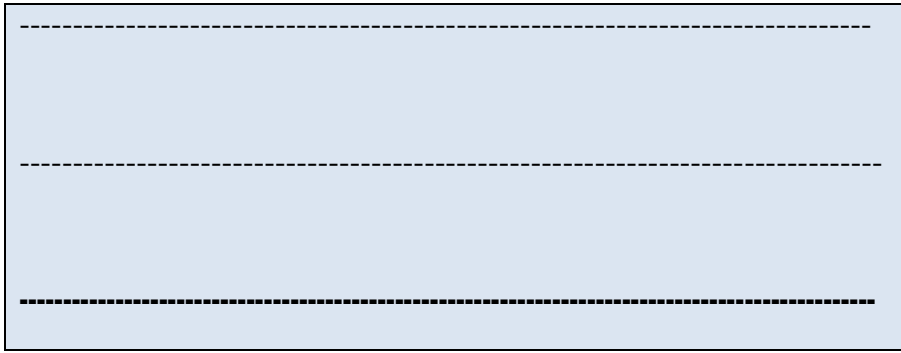
Condition of England Novel: The term ‘Condition of England’ was first applied by the novelist Thomas Carlyle in his essay “Chartism” (1839) to show a reaction to the process and development of Industrialization in England. The novels known as Condition of Novels are also called the ‘industrial novels’ and their main objective was to reflect upon the impact of industrialization on people and society.

Writers like Charles Dickens, Thomas Carlyle, Samuel Johnson, have excessively written on the issues of poverty, class division, massive population growth and misery of city lives. Dickens' *Hard Times*, *David Copperfield*, for instance, made exclusive critical comments upon these issues. Elizabeth Gaskell's *North and South* (1855) – *Mary Barton* (1848). Charlotte Bronte's *Shirley* (1849). Victor Hugo, the French author, in his novel *Les Misérables* (1862) has portrayed the scene of unprotected children.

During the mid-Victorian period the first Public Libraries Act was implemented in 1850 –the new Royal Opera House in Covent Garden was opened in 1858. In 1857 the South Kensington Museum was opened. In the field of philosophy the period was influenced by the ideas of J.S. Mill Jeremy Bentham Thomas Carlyle John Ruskin Nietzsche, Schopenhauer August Comte, Adam Smith etc. The condition of England Novels represented these important developments.

In Britain a significant art movement known as Pre-Raphaelitism practiced aestheticism and it was an attempt to return to nature and medievalism. Its main practitioners were Rossetti William Hunt William Morris and Arthur Hughes.

	CHECK YOUR PROGRESS
1. Do you think the events that took place during 1815 to 1850 were crucial for transformation in England? Give two reasons.	
<hr/> <hr/>	
2. Name few novels that depicted the socio-economic condition of the time of Industrial Revolution	



Reform Act, 1832

It was a major political development in the history of England. The Reform Act brought a democratic reform in England as its objectives were to establish equality and reform in the political system of England. There were several reasons behind it. The most prominent was the unsettlement of industrial wages; other reasons being unemployment problem, low agricultural production and corrupt electoral process. The reform act of 1830 claimed a revision of the representative system. The bill ensured an increased number of male voters benefiting only the upper middle class. On the matter of elections, disparity grew between the House of Lords and House of Commons. The House of Commons strongly supported the Reform Act.

Chartism:

Another major reaction against the miserable life situation of the working class was the movement known as Chartism. It aimed at a political democracy. The People's Charter of 1838 claimed universal male suffrage and payment for serving in the parliament. Two national petitions were introduced into the parliament in 1839 and 1842 but it met with disagreement and disapproval. Even though the uprising failed physically, it created great consciousness among the oppressed working class people. There were another set of reformers. Among them were reform minded individuals like the

factory owners, social reformers in the parliament who stood against the evils of factory system such as child labour.

In 1833 an act banished slavery in Britain while in 1831 factory and coal mine acts were implemented to regulate the affairs and conditions of the factories. In 1834 the Poor Law Amendment act was implemented

12.5 ROMANTICISM AS A REACTION AGAINST INDUSTRIAL REVOLUTION

Let us have a look at some of the important statements made by the abovementioned philosophers and writers.

In *A Discourse on the Love of Our Country* Richard Price wrote on the principles of revolution:

Let us-in particular-take care not to forget the principles of the Revolution. This Society has, very properly, in its Reports, held out these principles as an instruction to the public. I will only take notice of the three following:

First: The right to liberty of conscience in religious matters.

Secondly: The right to resist power when abused. And

Thirdly: The right to choose our own governors; to cashier them for misconduct; and to frame a government for ourselves.

On these three principles, and more especially the last, was the Revolution founded. Were it not true that liberty of conscience is a sacred right; that power abused justifies resistance; and that civil authority is a delegation for the people-were not- I say-all this true; the Revolution would not have been an ASSERTION- but an INVASION of rights; not a REVOLUTION-but a REBELLION...
(Jon Mee and David Fallon:17-18)

Edmund Burke made his observations upon the two principles of conservation and correction in his *Reflections on the Revolution in France*:

A state without the means of some change is without the means of its conservation. Without such means it might even risk the loss of that part of the constitution which it wished the most religiously to preserve. The two principles of conservation and correction operated strongly at the two critical periods of the Restoration and Revolution-when England found itself without a king...when the legislature altered the direction but kept the principle they shewed that they held it inviolable.

(Jon Mee and David Fallon: 24-25).

12.6 SUMMING UP

The present unit made an attempt to introduce you to the age of revolution in Britain as well as in Europe. As you can find here, Britain's socio- political, cultural and revolutionary history marks a difference from that of France and America. Even then it is important to examine and analyze the history of revolution in Britain through a process of comparison. An event happening in any part of the world somehow or other affects the rest. Hence, in order to understand British history one has to look at the world around it. Britain's revolutions were chiefly economic, social and intellectual which led it to the age of progress and realism in the successive centuries.



12.7 ASSESSMENT QUESTIONS

1. Discuss how did the question of migration influence Industrialization in the West?

2. What were the reasons behind the growth of towns and cities during industrial revolution?
3. Who were the working class people? What are blue collar, white collar jobs?
4. Discuss the merits and demerits of Industrial Revolution.
5. What were the conditions and development that contributed to the Industrial Revolution in Britain?
6. Discuss the characteristic features of Industrial Revolution in Britain? what were its impact upon the rest of Europe?
7. Discuss the changes that took place in Britain during the Industrial Revolution



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JOT DOWN IMPORTANT POINTS

MODULE V: MODERN & CONTEMPORARY

UNIT-13: THE WORLD WARS, ANTI-IMPERIALIST MOVEMENTS

UNIT STRUCTURE

13.0 Introduction

13.1 Learning Objectives

13.2 World War and its impact

13.2.1 The Raids and attacks against the British

13.2.2 The Post-War scenario

13.2.3 Warfare advancements

13.3 Irish Movement

13.4 Interwar period

13.4.1 Socio-Economic events- The General Strike and The Great Depression

13.4.2 Nazism

13.5 Summing Up

13.7 Assessment Questions

13.8 References and Recommended Readings

13.0 INTRODUCTION

The twentieth century marked the World Wars but prior to the century, the English and the European troops had considerable experience in the war front. The Boer Wars in the last two decades of the nineteenth century led to a disastrous aftermath for both the African and British cantonment. The Afrikaner guerrilla tactics harassed and caused problematic situations for the British army. This made the British soldiers adopt a 'Slash and Burn' policy, where they would practically raid the farmlands and burn

everything. The civilians were locked up in the ‘concentration camps’ so that they could not assist the Guerillas in any way. This turned out to be an utter disaster for the locked-up civilians as the camps became death camps. Ridden with diseases like cholera, dysentery and malnutrition, the Boer woman and children lost their lives in the camps itself. The war cost the lives of millions from both sides. Even some of the opening passages of Herman Charles Bosnian’s fiction “The Rooinek” describe the Second Anglo-Boer War and the devastation caused to Boer farms in the course of hostilities. Rudyard Kipling’s *The Jungle Book* (1894) relates the efforts of General Sir Robert Baden Powell, a British hero of the Boer War.

Famed as the ‘Uncle of Europe’, Edward VII proved his efficiency in the field of foreign and military affairs. Following the Boer War (1899-1902), Edward took initiatives in the reformation of military and naval powers, and made serious efforts for an army medical service. The Territorial Force and the Expeditionary Force were created supporting France in the event of war with Germany. The Royal Navy also underwent a vast reformation during this phase. The naval strategies of Germany posed an imperialistic threat and it became a necessity to adopt a new outlook.

In the field of education, the Secondary Education in 1902, and the establishment of Workers’ Educational Association (WEA) in 1903 reflected the growing concern towards the working-class inhabitants. However the Educational Act of 1907 proved to be a boon for all the pupils devoid of any sectional and religious biases. Local Education Authorities also attained power to acquire land for constructing new secondary schools. Various scholarship examinations were held, and the Local Education Authority (LEA) took initiatives in financially assisting the pupils. The Irish Universities Act of 1908 gave to Roman Catholics higher education

facilities “which they had lacked for centuries,” while the Education (Choice of Employment) Bill passed in 1910, enabling local authorities to provide vocational guidance for school-leavers, with the Board of Education providing grants to authorities from 1911 onwards to carry out this purpose. (Childers).

In the field of agriculture, many necessary steps were introduced to improve the standard of rural life. The Agricultural Holdings Act of 1906, the Small Holdings and Allotments Act of 1907 and the Land Purchase Act of 1909 (in Ireland) helped to raise the living standards of the farmers, provided security of their personal property and forced the landlords to sell lands to the tenants.

13.1 LEARNING OBJECTIVES

Preceded by an age of morality and duality regarding social behaviour and religious approach, the twentieth century defines that era which characterizes a revolutionary change. The term ‘modern’ in the twentieth century generally refers to the period encompassing the Edwardian and Georgian Age until the end of the World War-II in 1945; whereas ‘contemporary’ roughly denotes the timeframe that succeeds the World Wars and eventually covers up the present era as well. This unit intends to help you perceive the intricacies of the modern and contemporary history on a wider scale. A thorough reading will help you understand-

- The Edwardian Era and how socio-cultural events provided an impetus of growth in the English soil, followed by the Irish Movement.
- The World Wars and their impact on the British society.
- How the Workers’ Union, the Rise of the Labour Party, followed by the Great Depression provided a serious jolt to the economy.

- The Anti-imperialistic movements of the Post-war Britain, and how it impacted the social and economic affairs of the nation.

13.2 WORLD WAR AND ITS IMPACT

At the threshold of the First World War, there prevailed a chaotic aura in the UK. This social unrest was among the labour and suffrage movements especially in Ireland. The Defence of the Realm Act (DORA) of 1914 helped the government to requisite buildings or lands needed for the war effort. DORA ushered in a variety of authoritarian social control mechanisms, such as censorship: “No person shall by word of mouth or in writing spread reports likely to cause disaffection or alarm among any of His Majesty’s forces or among the civilian population” (Rosenberg). The Act focussed particularly on individual freedom and imposed censorship of mass media.

13.2.1 The Raids and Attacks against the British

The Zeppelin attacks and other air raids of Germany against the Britain posed a potential threat. There were around forty raids and all throughout the First World War, aeroplane attacks were launched on London. The Great World War made the European nations economically devastated. The effective inter-war years generally refers to the period between the two World Wars. With the end of the World War-I, the after effects were even groaning. Millions were killed and twice the number of civilians was wounded. During the Great War, France was immensely affected. It was seen as a destruction of a generation. The civilians who survived were psychologically scarred. They found it hard to lead normal lives. The European empires-Germany, Austria-Hungary, and the Ottoman had to bear a serious devastation after the War. Political conflict and social instability became a common concern

during the inter-war period. The destruction caused by the World War-I is not just limited to human deaths. The loss also includes the vast destruction of land and property. The living conditions of the working-class and middle-class young people declined, lack of proper medical care resulted in high rate of infant mortality. English poet Laurence Binyon's poem "For the Fallen" expressed the painful realities of World War-I.

They shall not grow old, as we that are left grow old:

Age shall not weary them, nor the years condemn

At the going down of the sun and in the morning

We will remember them. (Briggs 258)

13.2.2 The post-war scenario

After the devastation of the First World War, it was completely upon the victims to deal with the aftermaths. Life was never same again. Millions were mobilised and a few millions were wounded. The men who remained alive throughout had to deal with shock and pain of harsh realities and lost memories. W.B. Yeats in his 1919 poem "The Second Coming": "Things Fall apart; the centre cannot hold" expressed the sense of alienation and dissolution of the Age among which many people had to live through. Moreover, T.S. Eliot's *The Wasteland* describes the fragile psychological state of the victims of the War:

A crowd flowed over London Bridge, so many

I had not thought death had undone so many.

(The Burial of the Dead, from The Wasteland)

War poet Siegfried Sassoon in his novel *Memoirs of an Infantry Officer* (1930) provided a fictional account of his own life in the

trenches during the World War-I. Wilfred Owen's anti-war poem "Dulce Et Decorum Est" talks about the helplessness of the soldiers in a Gas chamber:

"Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind." (5-8)

13.2.3 Warfare Advancements

The Second World War witnessed remarkable advancements in the field of military technology. The use of Tanks by the Third Reich is considered to be one of the significant aspects during the Second World War. This clearly reflects the warfare innovations from the use of Zappelin by the Germans to the use of tanks. Moreover, the role played by women in these two Wars also offers a vital difference. During the First World War, women remained in background. But as the women suffrage movement gained momentum in the 1930s, women participated in social affairs, and during the Second World War, a whole class of women workers were employed in ammunition factories as well as nurses in rehabilitation camps.

13.3 IRISH MOVEMENT

The period also marks a revolutionary period in Irish history as the Home Rule movement tried to achieve an independent Ireland from the larger British territory. The legal Bills introduced in the House of Commons of UK sought to gain a self-governing autonomous Ireland. Literature and the arts acted as the

medium for new ideas and inspiration relating to the Irish struggle for independence. The 1916 Easter Rising evolved out of Irish political and cultural nationalism and the thirst for political authority in Ireland. The Easter Rising made the modern Irish writers re-imagine the Irish nation and national identity. Through their works, they criticised the colonialism and wished for an independent Ireland, although they also pen down their thoughts upon the dangers of Irish nationalism. Sean O'Casey's play *The Plough and the Stars* critiqued the Easter Rising of 1916. W.B. Yeats's poem "Easter 1916" questions the violence involved in such uprising and laments the shocking deaths of the revolutionaries in the hands of the British:

"I write out in a verse-
MacDonagh and MacBride
And Connolly and Pearse
Now and in time to be,
Wherever green is worn,
Are Changed, changed utterly:
A terrible beauty is born."

13.4 INTERWAR PERIOD

The inter-war period refers to the crucial twenty years time period between the end of the First World War and the Second World War. The period is marked by the struggle that Europe underwent for recovery after the devastation that it faced during the First World War.

13.4.1 Socio-Economic events- The General Strike and the Great Depression

The working-class population was very much a victim of the crisis of the World War-I. Immediately after the World War, many large-scale industries and factories faced strikes as the workers demanded a hike in their wages. The living conditions were completely deteriorated and it became almost impossible for the working class and the middle class workers to meet their ends. They demanded a better working condition and were very much adamant regarding their demand. The mining and the railway industries faced a similar threat of strikes and eventual shut down. The labour movements in Britain, unlike other European nations, did not gain any impetus and factories owned by British government had to be sold off. The resignation of David Lloyd George, the then prime minister, in 1922 created an utmost uncertainty among the British Government. Instead of the government, power seemed to have shifted into the hands of the Leftist Labour Party. The General Strike called on 3 May 1926 was considered to be a unique event in English history. Lasted for 9 days, the strike was called by the Trades Union Congress (TUC) to support the coal miners against the British government's plan for wage reduction and increase of working hours. JH Thomas, a trade unionist says: "God help us unless the government wins" (Thomas). The government acted aggressively against the strike and to gain control over media. In London, Glasgow and Edinburgh, the strikes led to a worst situation as the buses and other public properties were gutted in fire. Fight between police and the strikers posed a threat to Britain's democracy. Derailment in Northumberland and the textile workers joining the strike furthered the cause of fulfilment of working class objectives. However, the miners faced defeat and TUC's membership declined drastically. On May 12, the TUC general called off the strike with

no assurances to the miners, who were left to fight alone at heavy cost-including the further decline of their industry. Ultimately forced by necessity, the miners went back to work in December and the Trade Disputes and Trade Unions Act 1927 declared strikes as illegal. The Labour Party won the election of 1929 but soon the ruling party had to fall prey under the Great Depression which left its immense mark on the economy of Britain.

Britain had not yet fully recovered from the devastation of the World War-I and within this short span of nearly ten years, they had to encounter another devastation. Originated in the US in late 1929, Britain also experienced the economic boom. The Wall Street Crash of 1929 in the US was the turning point and eventually other European countries had to suffer the economic depression as foreign imports were banned in America. The industrial and mining areas in the north of England, Scotland, Northern Ireland and Wales were some of areas of worst economic crisis. Unemployment became a serious concern. Economist Lee Ohanain showed that economic output fell by 25% between 1918 and 1921 and did not recover until the end of the Great Depression (Cole). The stock market collapsed bringing in the worst financial collapse the world had up to that point ever seen. By Dec 1930 unemployment in Britain had reached two and half million. In some areas nearly everyone was out of work. However in the mid and late 1930s a partial recovery took place in Britain, depression took a long standing in areas of North of England, Scotland and South Wales. Car industries, aircraft making and electronics prospered in areas where unemployment was relatively low.

The 1930s distinctive nature is marked by some of the particular significant events namely, the Depression, hunger marches by workers, Hitler's rise of power and the rise of Fascism. In the early phase of the decade, there was a profound atmosphere

of turmoil and chaos. The Great Depression and the mass unemployment became almost an uncontrollable problem for the British government. Violent clashes between the police and the protestors became a matter of high tension across the country. On October 14 1932, the National Unemployed Workers' Movement organised the Great National Hunger March which included nearly 3000 demonstrators. They filed a petition demanding the abolition of Means Test and Anomalies Act. The Marchers generally belonged to the depression affected area particularly South Wales Valleys, Scotland and the North of England. On their way to meet up at Hyde Park in London, the marchers received intolerance from the existing Ramsay MacDonald's National government. The government mobilised a huge police force against the marchers and the supporters and employed every kind of force to stop the petition reaching the parliament.

LET US STOP AND THINK



The Labour Party was a British socialist political party formed to represent the interests of the working-class people through democratic process (Parliament) rather than by revolutionary action. The Independent Labour Party (ILP) was founded in 1893 by James KeirHardie. He was the first candidate to stand for Parliament in 1888. Though he was defeated at Mid-Lanark, he became the first MP to be elected in 1892. In 1900, the Party made alliance with the trade unions to form the Labour Representative community. After a debate, the 129 delegates passed Hardie's motion to establish a well-defined Labour group in Parliament, which should be the most powerful, and must embrace a readiness to cooperate with any party which for the time being may be engaged in promoting legislation in

the direct interests of labour. In the 1906 election, the Labour Representative Committee won 29 seats and in their first meeting after the election, the Labour Representative Committee was renamed as “The Labour Party” by the Members of Parliament. KeirHardie, the key figure in its formation, was elected as Chairman of the Parliamentary Labour Party until 1915.

13.4.2 Nazism

During the Great Depression, Nazism emerged as a mass movement. The period was extremely threatening and a sense of insecurity prevailed almost among all irrespective of just being in Britain. Stock market crashed and as the banks and business closed down, the workers lost their job and there was nothing with which they tend to live up to except helplessness and destitution. The middle classes, especially the salaried employees and pensioners had to suffer the stock crash. Moreover, women and children were also the victims of malnutrition. In this situation, the Nazi propaganda stirred hopes for a better future. The National Socialist German Workers’ Party chaired by Adolf Hitler presented a promising ideal. He took initiative regarding the burning problems in Germany and promised employment for all those unemployed and insecure youth. His promise acted as a shield against all foreign conflicts that affects Germany. However, Hitler’s worldview was synonymous with Nazi ideology. The Hitler-dictated Germany implemented the task of physically eliminating the ‘the undesirable’ Jews. The governance of Nazi Germany was considered racially biased. Under this dictatorship, the blacks in Germany and the gypsies were also condemned. The Jews had to endure extreme atrocities under the Nazi regime. They were deprived of their basic needs and also proper medical care. They

were not permitted to become doctors or pursue any professional career. The Jews had to endure the damages and on the eve of the World War-II, a great proportion of their properties were confiscated.

George Orwell's dystopian novel *Nineteen Eighty-Four* (1949) criticizes the totalitarian society echoing Hitler's German Nazi Regime, with respect to Hitler's ideology in *Main Kampf* as the main frame of reference. Orwell's construction of 'Big Brother' as the absolute authority replicates the all-powerful Hitler in Nazi Germany. Even the poem "The Shield of Achilles" (1955) proved Auden's audacity to voice his thoughts regarding the Nazi regime when his hometown was demolished with bombs, and he was completely helpless then. Published after the Second World War, Auden changed the description of the shield's images from those of peaceful times to those of war. A dark and grim analysis is employed in the poetic interpretation. A barren and impersonal world is created in this case, by Hephaestus:

A plain without a feature, bare and brown,

No blade of grass, no sign of neighbourhood... (9-10)

Auden's first-hand experience of the war, and the devastation that he faced provided him an impetus to pen down the poem.

Another remarkable incident that deteriorated lives all over United Kingdom was the Blitz which referred to the strategic bombing of the United Kingdom by Germany under Hitler's dictatorship. Major aerial air raids not only damaged the cities of the country, it also destroyed homes, agricultural fields, killed civilians in an immeasurable number. Apart from London, Birmingham, Liverpool, Plymouth, Bristol and Glasgow also faced the atrocities of aerial attacks.

13.5 SUMMING UP

The pre-war period might appear to be optimistic but after the World War-I, life turned out to be haphazard. Death, devastation and loss made humanity utter helpless. Moreover, as the century progressed, Ireland's demand and struggle for an independent government gained momentum. Economic depression and massive unemployment became a primary issue and continued even after the World War-II.

GLOSSARY

Absurd, the (absurd, literature of the): A phrase which connotes works that employs absurdity as a device to depict the actual absurdity of the modern human life signifying the loss or lack of religious or cultural roots. The phrase 'The Theatre of the Absurd', attributed to critic Martin Esslin (published in 1961) remains the standard study of the genre. Moreover, Samuel Beckett's play *Waiting for Godot* (1952) was equally influential.

Confessional poetry: Poets discuss matters relating to their private lives. Confessional poets express their individual experience through intimate details and even describe the most painful experiences through psychoanalytic terms. Anne Sexton's *To Bedlam and Partway Back* (1960) and Sylvia Plath's *Ariel* (1965) are some of the pioneer works of this mode of poetry.

Existentialism: a philosophical school which basically focussed the human condition, relating to the questions of existence and meaning for human beings. The Existentialists deal with the individual's anguished struggle to survive through a complex world. It emphasises individual freedom, choice and subjectivity. Individuals have free will and are thus entirely responsible for their

actions. It has its roots in the philosophy of Danish theologian Soren Kierkegaard, who examined the individual's relationship to God and argued that only through God one could escape despair. Friedrich Nietzsche, one of the important German philosophers, advocated the idea of the 'Übermensch', an 'overman' or 'superman' who overcomes nihilism by discarding the social and religious conventions, and develop his own morality. Martin Heidegger, a German philosopher, and Jean-Paul Sartre, a French philosopher and writer were some of the renowned Existentialists. Moreover, existentialist writers such as Albert Camus, Simone de Beauvoir, Fyodor Dostoyevsky and Franz Kafka were also influential.

Futurism: An artistic and social movement that originated in Milan in 1909 under the conduct of the Italian poet Filippo Tommaso Marinetti. With the publication of his "Futurist manifesto" in the French newspaper Le Figaro, the movement got the impetus to set its tone. It emphasized the modernity that seemed to gain its presence in the cultural and technological world. It gave more prominence to speed, technology, youth and violence. Other young painters such as Umberto Boccioni, Carlo Carra, Luigi Russolo, Giacomo Balla, and Gino Severini were also inspired by the Futurist manifesto and glorified their ideas through their paintings. The Futurists loved complexities instead of comforts; loved noise instead of peace.



13.6 ASSESSMENT QUESTIONS

1. Write a note on the impact of the World wars in diverse field.
2. Write short notes on
 - i) Irish Movement

- ii) Nazism
- iii) The Great Depression



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JOT DOWN IMPORTANT POINTS

UNIT-14: FEMINISM

UNIT STRUCTUR

- 14.0 Introduction
- 14.1 Learning Objectives
- 14.2 The initial phase of opportunity for women
- 14.3 Emancipation of Women Rights
- 14.4 Summing Up
- 14.5 Assessment Questions
- 14.6 References and Recommended Readings

14.0 INTRODUCTION

Around the turn of the century and up to World War I, much of the works of the feminists were inclined more towards being organised, radical and militant. Earlier, in the nineteenth century, women were not permitted to enter into national politics. They were denied of Parliamentary candidature and were also not allowed to vote. A woman was expected to acquire the role of being a mother and take care of the household chores. Joseph Conrad's *Heart of Darkness* (1899) visualises the gendered-stereotyping concept of Victorian values which advocates a very minimal space to the female figures. Both Kurtz's Intended and his African mistress were denied of any voice. However, the industrial revolution provided employment opportunities for women and this helped them to involve themselves in large organised groups and discuss the political and social issues of the day.

Women's struggle in attaining a status in politics seemed to gain impetus when in 1867 parliamentary reform was being debated. John Stuart Mill's proposal of an amendment for the women's right to vote was summarily rejected, but this channelized the momentum for women's right to vote in the years to come. By the close of the century, women's fight to gain right to vote became the point of women's fight for equality. National Union of Women's Suffrage Societies (NUWSS) formed under the leadership of Millicent Fawcett in 1897 was basically based upon non-violent tactics to fulfil their objectives. They claimed and demanded voting rights for middle class property-owning women. They organised non-violent demonstrations, petitions and persuaded the MPs.

On the other hand, Emmeline Pankhurst, in 1903, broke up with the NUWSS and formed a separate society namely Women's Social and Political Union (WSPU). The organisation involved the young working class women instead of the middle-class women. Gradually they employed militant and violent tactics to ensure the fulfilment of their objectives. Law-breaking and hunger strikes became part of their tactics. Their motto was 'deeds not words'. However, Pankhurst and her daughter Christabel came into some conflict with other members of the WSPU and eventually the organisation split into two with the formation of the Women's Freedom League (WFL). The three groups the NUWSS, the WSPU and the WFL might not show a mutual consent regarding their tactics, but their message was consistent. The WSPU had published a newspaper called 'Votes for Women' and the argument for women's suffrage seemed to gain support.

14.1 LEARNING OBJECTIVES

‘Feminism’ basically defines the advocacy of women’s rights on the basis of equality of sexes. The belief that men and women should have equal rights and equal access to opportunities gave rise to a movement called feminism. It is a range of political movements, ideologies and social movements that share a common goal and that is to establish the educational and professional opportunities for women. This chapter aims to focus on the vital manifestation of female authors and critics and how they managed to set a stage of their own. A thorough reading will help you understand -

- How the political, economic and social equality for women became the core issues as feminism begins to establish a strong ground. Through the various waves of Feminism, it becomes quite evident as to how women not only establishes themselves but also succeeds in acquiring their own separate space.
- How feminist writers have evolved themselves over the period of the century into an autonomous unit, and as well as their literature which became ‘the voice’ of the hundreds of years of subjugation and plight.

14.2 THE INITIAL PHASE OF OPPORTUNITY FOR WOMEN

The First World War provided an opportunity for women to deal with those areas that were supposed to be dealt by men only. This led to a change in public attitude towards the notion regarding the capabilities of women. After the end of the War, the British government sanctioned the Bill Reserving votes for certain sections of women.

Women's Liberation Movement affected not only social, political and economic fields but also literary fields in most of the countries including Britain. It had its powerful impact on literature which helped in the emergence of Feminist Literature along the Feminist Literary Criticism. Mary Wollstonecraft's book *A Vindication of the Rights of Women* (1792) is regarded as the manifesto of Feminism. John Stuart Mill in his article "The Subjection of Women" (1869) condemned the domestic slavery of women. Women's Liberation Movement made women conscious of their rights. It made them aware of their plight and injustice. Women became educated and education made them conscious of their selves.

Virginia Woolf's *A Room of One's Own* (1929) is perhaps one of the initial propagators of Feminist Literary Criticism. Her work expresses antagonism against the denial of the opportunities of education and lucrative employment to female counterpart of the society.

LET US STOP AND THINK



Woolf's essay "Professions for Women" about women writers focuses on her own career to be hindered in possibly two ways. On one hand she was imprisoned and constrained by the dominant ideologies of womanhood, and on the other, the taboo about expressing female passion prevented her from speaking her 'self'. She attempted to describe the confined life of women through linguistics approach.

14.3 EMANCIPATION OF WOMEN RIGHTS

A new phase of feminism gained impetus during the 1960s. The prevalent cultural and social norms associated with women were questioned, and a more sense of freedom and security for women came into effect. Earlier, women were generally excluded from the social circle. They were not allowed to involve themselves in any professional jobs and was generally expected and accepted at home. However, this period allowed women independence as jobs became available to young women. Women could dream beyond marriage and motherhood. The Equal Pay Act of 1970 further strengthened the cause for female equality regarding equal pay with their male co-workers. Women also made a significant mark in the field of politics when Barbara Castle, in 1968, became the first and only woman to be appointed First Secretary of State.

The last decade witnessed the emancipation of women rights and freedom. They were attributed a new social identity which bears no discrimination regarding the 'being female' issue. New legislations were introduced in favour of the deprived sex who realised to voice their individuality and the Sex Discrimination Act of 1976 consolidated the initiative. Moreover in the field of education, Mrs Thatcher, the then Education Minister ended free milk in schools in 1971, although new amendments were incorporated regarding the school leaving age of the children. Men's Cambridge colleges, for the first time in 1972, granted admissions to women students, which was followed by Oxford colleges as well. The second wave of feminism also found an impetus in Robin Morgan's *Sisterhood is Powerful*(1970) and Kate Millett's *Sexual Politics*(1970) and it reached a larger audience which was never possible earlier. Germaine Greer's *The Female Eunuch*(1970) gave literary expression to feminist ideas. The early

novels of many new female authors depicted their plight as a woman in the society, their position in the society and their struggle to attain equality with men. Fay Weldon's novel *Down Among the Women* (1971) draws attention to the repetitive nature of most women's lives which involves cooking and looking after the household chores. Margaret Drabble's *The Millstone* (1965) depicts the heroine's struggle to gain independence. However, "Doris Lessing and Margaret Drabble have produced so-called 'condition of England' novels from women's perspectives" (Davies 59). Drabble's trilogy- *The Radiant Way* (1987), *A Natural Curiosity* (1989), and *The Gates of Ivory* (1991) portrays the growth and success of the protagonists in a newly emancipated society of London. Lessing's one of the finest novels *Martha Quest* (1952) explores the self-discovery of a young woman in post-war years. In *A Literature of Their Own* (1977), Elaine Showalter provided a comprehensive overview of women's writing through three of its phases. She defined these as the "Feminine, Feminist, and Female" phases, phases during which women imitated masculine tradition (1840-80), protested against its standards and values (1880-1920), and advocated their own autonomous, female perspective (1920-present).

The 1990s marked the beginning of the 'Third-wave Feminism' and feminist struggle did make a mark in this era. The *Priests (Ordination of Women) Measure 1993* enabled the ordination of women in the Church of England. Moreover, Stella Rimington was appointed as the first woman head of MI5, the UK's domestic counter-intelligence and security agency. The 200-year-old ban on women cricketers was lifted by the MCC in 1998. The age of consent for homosexuals was lowered from 21 to 18, and further lowered from 18 to 16.

Thus the twentieth century clearly reveals the fight of women towards emancipation. From a status of being a mere submissive soul in a so-called patriarchal society to an autonomous being towards the end of the century, women has redefined their basis of existence. They seemed to achieve a ‘voice’ of their own.

14.4 SUMMING UP

In this unit we have learnt how the emergence of feminism was a strong ground for the political, economic and social equality for women over the century. Through the various waves of Feminism, it becomes quite evident as to how women not only establishes themselves but also succeeds in acquiring their own separate space. We have also learnt how feminist writers have evolved themselves over the period of the century into an autonomous unit, and as well as their literature which became ‘the voice’ of the hundreds of years of subjugation and plight. Thus the twentieth century clearly reveals the fight of women towards emancipation. From a status of being a mere submissive soul in a so-called patriarchal society to an autonomous being towards the end of the century, women has redefined their basis of existence. They seemed to achieve a ‘voice’ of their own.

GLOSSARY

Ecocriticism: Also referred to as Green Criticism, it is a type of literary criticism that focuses on the relationship between nature and literature. It examines how people interact with nature and how these interactions inform and are forged by symbolic representations of nature. Henry David Thoreau’s *Walden* (1854) is considered to be a pioneer in this genre. The term ‘Ecocriticism’ is

coined by William Rueckert in an essay entitled “Literature and Ecology: An Experiment in Ecocriticism”(1978). Other examples include Carolyn Merchant’s *The Death of Nature: Women, Ecology, and the Scientific Revolution* (1980), which investigates the interplay between representations of women and nature; and Roderick Nash’s *Wilderness and the American Mind* (1982), which traces the concept of the wilderness throughout American intellectual and cultural history.

Feminine Rhyme: Rhyme in which rhyming stressed syllables are followed by one or more unstressed syllables. A feminine rhyme that extends over two syllables is called ‘double rhyme’, and one extending over three syllables is called triple rhyme. Examples: pleasure/treasure, painted/acquainted.

Black Feminism: The Black woman’s oppression was the result of a double bind- of being woman and being black. Black Feminism was oppositional to both patriarchy as well as white feminism. It focuses on the issues of class and labour of black women, and the patriarchal nature of black society and traditions. It also deals with the differences among black women in terms of class or sexual preferences. Popular writers include Toni Morrison, Barbara Christian and Alice Walker who have contributed immensely to the Black Feminist literature.



14.5 ASSESSMENT QUESTIONS

- 1) Do you think that the post-war United Kingdom embarked a sense of ‘feminine’ awareness in the political layout? Explain.
- 2) “Women’s Liberation Movement affected not only social, political and economic fields but also literary fields in most of the

countries including Britain.” Describe the various factors that provided a vital impetus to the movement.

3) Provide a detailed analysis of the emancipation of woman’s rights in the post-war era especially in the field of literature.



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JOT DOWN IMPORTANT POINTS

UNIT-15: GLOBALIZATION, MASS CONSUMERISM, POPULAR CULTURE, TECHNOLOGY, DIGITAL WORLD, ETC.

UNIT STRUCTURE

- 15.0 Introduction
- 15.1 Learning Objectives
- 15.2 UK and Mass Advancement
- 15.3 Advancement of technology
- 15.4 Cultural Boom
- 15.5 Digital World
- 15.6 Popular Culture
- 15.7 Assessment Questions
- 15.8 References and Recommended Reading

15.0 INTRODUCTION

Modernisation, though seemed to root itself during the period, W.H. Auden's poem "The Unknown Citizen" (1939) parodies the fate of the soldiers of the state who sacrificed their lives defending their motherland, but had been never privileged enough to attain fame: "Was he free? Was he happy? The question is absurd." They remain unknown throughout their lives and even after death. Auden criticizes the modern city and its impact. An individual should submit to the dictates of the state. He is to obey and live in subjugation, and is utterly devoid of any yearning of self-identity. Graham Greene's involvement with the British Ministry during the Second World War led to the publication of his novel *The Ministry of Fear* (1943). Moreover, his two classics

Brighton Rock (1938) and *The Power and the Glory* (1940) bring in the picture of violence, devastation human weakness. Evelyn Waugh's trilogy *Sword of Honour* (1965) is considered to be one of the finest English fictions depicting the Second World War.

15.1 LEARNING OBJECTIVES

The early twentieth century Europe witnessed a sustained growth with a cultural spark. The French called it the “*anneesfolles*” (Crazy Years”) emphasising the dynamism of culture and the blossoming of jazz music. Though after the World War-I economy crashed, popular culture made a distinctive mark. Economically, the era witnessed unprecedented industrial growth, particularly in the United States. Use of automobiles, electricity, advanced use of machinery and significant changes in lifestyle and culture showcased a new phase in the post-war US. The period held a spirit of discontinuity associated with modernity. New Technologies ushered in an aura of growth and helped in providing a new scope to the period. This unit intends to make you understand-

- How Europe including Britain witnessed the rise and advancement of Technology through new inventions and discoveries.
- The evolution of ‘pop culture’ and its wide acceptance among the mass
- The growth of Digital world with the invention of computers and televisions
- How proper and adequate health measures helped in improving and sustaining the health of British mass which was not possible earlier.

15.2 UK AND MASS ADVANCEMENT

The Labour Party under Clement Attlee gained power after World War-II. The Post-war UK saw the introduction of major legislations by the Labour Government of 1945-51. The Trade Disputes Act of 1927 was repealed in 1946, and in the same year the Bank of England was nationalised. A major shift in industrial policy was the nationalisation of the coal industry. The passing of the National Insurance, National Health and New Towns Acts also brought in a scope for reformation and advancement. The latter half of 1940s made its way for coal, electricity, the railways and steel to get nationalised. National Health Service created under this government also played their part in improving and sustaining the lives of British mass by providing proper and adequate health measures. Sickness benefit schemes, unemployment benefit schemes and funeral benefit schemes were also released to support the advancement of all sections of the British post-war society. The rationing of food items continued even after the War and bread rationed for the first time to feed the captive Germans under British. Sweets were rationed till mid 1950s though ice creams and sweets were banned during the War.

15.3 ADVANCEMENT OF TECHNOLOGY

Science and Technology in the 1950s provided the miracles not only regarding atomic power; it also facilitated life through the inventions of medicines and transistors. In 1952, hydrogen bomb was officially exploded and the test finally was a success of hard labour and human intellectuality. Few years ago during the World War-II, the first British jet aircraft, the 'Gloster', powered by Sir Frank Whittle's engine, was test flown, the sound barrier was broken by a jet plane in 1952; and in 1956, the De Haviland

‘Comet’, the first passenger jet airliner, was brought into service. The first inter-urban motorway M1 was completed in the UK. A historian noted “12 April 1955 was one of the most exciting days of the decade” (Shmoop Editorial Team). It was the day that Salk vaccine was proven effective in preventing polio. Science managed to gain control over a terrible and deadly disease that had been one of the main causes of serious deaths and devastations all throughout the years. By 1962, just after the vaccine was introduced, only 910 cases were reported nationwide (Shmoop Editorial Team). Various new antibiotics were also invented for the treatment of infectious diseases. Antihistamines were invented to remedy the effects of allergies. Meprobamate, the first tranquilizer, began to be marketed in 1955. The contraceptive pill was one of the most notable drugs invented during the period. New techniques were employed for open-heart surgery. Artificial valves and pacemakers were also in use. Vaccines for whooping cough and diphtheria helped restrict those diseases. In the field of electronics, computer made its mark as the first transistor-based computer arrived in 1955.

Science and technology showed advancement within the decade as in 1963, measles vaccine was developed. Heart-transplant operation met with success and in 1968, the UK’s first heart-transplant patient survived for 46 days. In the latter half of the decade, the first human embryo was fertilised in a test-tube in Cambridge. The testing and possession of nuclear weapons continued. ‘Polaris’ missiles marked an achievement for Britain. Moreover, France and Britain collaborated in the construction of ‘Concorde’, the first supersonic airliner, which had its first public flight in 1969. Finally in 1969, Neil Armstrong and Buzz Aldrin achieved heights as far as human potentiality is concerned. They became the first men to land on the Moon and thus ushered in a future of possibility and attaining what is supposed to be impossible.

US space shuttle 'Discovery' made its first flight followed by 'Challenger' two years later in 1986. Photographs of Neptune were transmitted back to earth by the US space-craft 'Voyager II'. The decade also experienced advancement in the field of Information Technology (IT). Home computers and computer games became quite popular. First cellular network was introduced in the UK by 'Vodafone' in 1984. Recordable CDs and cassettes were also developed during the latter half of the period. The era also witnessed major development in genetic science and engineering. Heart and lung transplant operations were successfully performed for the first time in 1983 in the UK. Moreover, the UK's first 'test-tube' triplets were born in 1984. Contraceptive pills were permitted to be prescribed to under-16 years of age without parents' consent. The 1980s also witnessed the development of a deadly health problem known as AIDS and by the end of the decade nearly five million people worldwide were victims of the disease.

The 1980s witnessed a notable growth in the field of science and technology. James Quentin and Paul Jardetzky invented the world's first "webcam" at Cambridge University. Hubble Space Telescope (HST) launched in 1990 was a significant invention for the study of extraterrestrial elements. The Pentium Processors and Java programming language, C and C++ were some of the remarkable inventions in the digital world of computers. The French and British ends of the Channel Tunnel joined in 1990. The Boeing 777, a twin-engine airplane, became the first ever plane to be designed under CAD and CAM. Regarding health and medical issues, AIDS made a devastating impact as the disease claimed lives of many. Moreover, the Ebola virus killed over hundreds of people; breast cancer gene was discovered, and the first DNA database was established in the UK. The creation of 'human cloning' marked a significant growth in the field of human

intelligence. Nobel Prize-winning geneticist Joshua Lederberg advocated cloning and genetic engineering in an article in *The American Naturalist* in 1966. With the cloning of a sheep, Dolly in 1996, the idea of human cloning became a burning issue. Caryl Churchill's play *A Number* (2002) addresses the subject of human cloning and identity. Nebula Award winner, David Brin's novel *Glory Season* (1993) also provides a picture of human cloning.

15.4 CULTURAL BOOM

Jazz became the most popular form of music in American mainstream culture. Louis Armstrong, Duke Ellington, Sidney Bechet and Joe "King" Oliver were some of the famous jazz performers and singers from the 1920s. It originated in black communities in New Orleans, and paved the way for new dances such as the Charleston and the jitterbug.

However, Britain gained cultural awareness and advancement after the War. During the early years of the World War-II, the Entertainments National Service Association (ENSA, 1939) and the Council for the Encouragement of Music and the Arts (CEMA, 1940) were founded. Television also played a major part in cultural context. In 1946, the BBC resumed TV broadcasts to nearly 15,000 set owners in the UK. The XIV Olympics in London in the year 1948 was transmitted to nearly million homes. Britain in the 1950s was more or less accustomed with rock music that was an integral part of American culture. British rock 'n' roll is a popular music which gained prominence in Britain during the latter half of the decade. It became a key factor in establishing popular music culture throughout Britain in the after years. British audience was familiar with the American popular music and it was

a high time when the British artists recreated the American Blues. The aftermath of the Second World War left Britain in exhaustion. Playwrights like John Osborne and novelists such as Colin Wilson, Alan Sillitoe and Kingsley Amis expressed their dissatisfaction towards modern life through literature.

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Angry Young Men'- a term used to describe a group of English writers of the 1950s whose novels and plays feature a lower-middle class or working-class protagonist who possess a rebellious attitude toward society. These writers were dissatisfied with the cultural and class-bound elitism. The phrase was originally taken from the title of Leslie Allen Paul's autobiography, *Angry Young Man* (1951). John Osborne's play *Look Back in Anger* (1956) became the representative work of the movement. Some of the notable works associated with these trend are- Kingsley Amis's *Lucky Jim* (1954), John Braine's *Room at the Top* (1957), Alan Sillitoe's *Saturday Night and Sunday Morning* (1958), and Arnold Wesker's play *Chicken Soup with Barley* (1958).

The 'Swinging Sixties' established itself as Britain's cultural decade of the century. There was a definitive development of the society and its culture. The Labour Government under Harold Wilson introduced many social reform legislations which included consumer protection Act, rating and valuation and the abolition of death penalty in 1965. Moreover, abortion and homosexual acts between consenting adults was legalised. The decade marked freedom, hope and promise and it was very much unlike the last decade which dealt with the physical and psychological effects of war. An aura of optimism and encouragement became the vital

feature of the period. The period also marks permissiveness in the British society. Abortion was legalised in the UK in 1967, and people had the choice to exercise their freedom. Similarly, the new laws introduced by the Divorce Reform Act in 1969 provided a sort of liberty to the couples resulting into an increase in divorce rates. The Act prioritised the emancipation of women's life in comparison to the traditional view of the importance of marriage. Television also projected a permissive society, with a sound consideration of the issues of sex, violence and religion that had been banned earlier. In literature too, obscene and sexually explicit content was never allowed, but the passing of the Obscene Publications Act in 1959 permitted uncensorship in the literary scene. The Act stated that the adult literature which can be classed as 'in the interests of science, literature, art or learning' should be exempt from censorship. Previously banned novel *Lady Chatterley's Lover* was allowed to be republished. Pornographic novels such as *Fanny Hill* were also published.

The 1960s was a period of Cultural Revolution. Music was one of the important aspects of the era. The Beatles and Rolling Stones popularised the Rock n Roll genre. By 1967, Sgt Pepper's Lonely Hearts Club Band became the turning point in music and became a source of inspiration for other bands like The Beach Boys to experiment the freshness in music. The release of the Beatles' first LP, 'Please Please Me' and Rolling Stones' 'Come On' gained huge success and popularity during the early period of the 1960s. British was not directly involved in the Vietnam War, but the British musicians made it count in their compositions. Musicians like John Lennon in his song "Give Peace a Chance" tried to point out the horrors and devastations associated with war. Peace and freedom became the keen objective and people began to challenge authority emphasizing their own individuality.

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Beat writers: A group of American poets and novelists who shared a kind of anti-establishment and anti-political views regarding the dominant culture prevalent in the 1950s. During the later years, the connotations of Beat expanded to also include the rhythms of rock 'n' roll. Examples- Jack Kerouac's novel *On the Road* (1957), and the character played by James Dean in *Rebel Without a Cause* (1955) highlights the feeling oppression experienced by the members of the Beat Generation.

The rise of the punk culture reflected the discontent felt by the youth generation during the latter half of the decade. It basically deals with individual liberty and freedom and is more inclined to anti-establishment attitudes. Punk culture is a set of ideologies which gets its manifestation not only through punk rock music, but also through punk fashion. Tattoos, cosmetics and hairstyles possessing a hardcore and anti-traditional message were generally employed. Punk culture arrived with The Clash, The Buzzcocks and The Sex Pistols. 'Installation Art' was also a key feature that developed during the period. The permissive youth culture of the 1970s also found expression in popular literature. Richard Allen through his works *Boot-Boy*, *Suedehead* and *Glam*, portrayed the imagined lifestyles of teenage gang

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"Installation Art is a broad term applied to a range of arts practice which involves the installation or configuration of objects in a space, where the totality of objects and space comprise the artwork. It is a mode of production and display of artwork rather than a

movement or style. It can comprise traditional and non-traditional media, such as painting, sculpture, found objects, drawing and text. It is mostly associated with the period from the 1960s to the present. The experience for the viewer of Installation Art is very different from other traditional artwork such as painting, which is usually viewed from a single reference point. Installation Art requires the active engagement of the viewer with the artwork. This may involve the viewer entering into the space of the artwork and interacting with the artwork. By entering into the space, the viewer encounters the artwork from multiple points of view, rather than from a single perspective more typically associated with looking at a painting. The Art may engage many or all senses- touch, sound and smell- rather than just the visual or optical sense. For example, the exhibition designs of El Lissitzky, Marcel Duchamp and the alterations made by Kurt Schwitters to the rooms in his home , known as Merzbau, suggest early prototypes of Installation Art.” (Kelly 4-5)

15.5 DIGITAL WORLD

Digital world in the UK also progressed to a considerable extent with the invention of 17.7m. Television sets. In the United Kingdom, colour channels were started to be broadcasted between 1967 and 1969. Also, portable computers and floppy discs (invented by IBM) were developed. The period also witnessed the invention of fibre optics which proved to be a boon in the communications sector. Adding onto that, world’s first ‘test-tube baby’ Louis Brown was born on 25th July 1978 through ‘in vitro’ fertilisation (IVF) method. By the end of the century, thousands of births were made possible through the method.

The eighties experienced a monumental turnover regarding the digital world and the pop culture. New channels in both English and Welsh language were introduced which included Channel Four

that started in 1982. The Royal wedding of Prince Charles and Princess Diana in 1981 got telecasted on TV and millions worldwide became a part of the feast through the digitized medium. Regional commercial TV services begun and cable TV was also introduced into the UK. British Satellite Broadcasting (BSB) became the first franchise for satellite TV. In the latter 1980s, proceedings in the House of Commons were first telecasted.

15.6 POPULAR CULTURE

Popular Culture, also known as ‘pop culture’ in the 1980s Britain was basically marked by the New Romantics also known as the Blitz from Derbyshire, England. The band symbolised optimism after the period of unprecedented recession and social discontent. It was a punk culture movement in the UK and was a part of the nightclubs in its initial stage. Another English youth culture that was a part of the domain was the Soul boys who belonged to the working class. The decade also witnessed the development of queer music culture particularly through the Hi-NRG disco which gained popularity among the gay culture. In the early part of the decade, Hi-NRG produced hits in the UK pop charts such as Hazell Dean’s “Searchin’(I Gotta Find a Man)” and Evelyn Thomas’s “High Energy”. Another genre that gained fame was the Indie pop. It was a dominant independent band in the UK and came into prominence with the release of *NME*’s *C86* tape in 1986. Michael Jackson’s album ‘Thriller’ appeared in 1982 and went on to be the best-seller for the next two years. ‘Cats’(1981), ‘Starlight Express’, ‘Sunday in the Park with George’ (both 1984), ‘Les Miserables’ (1985), ‘The Phantom of the Opera’ and ‘Chess’(1986) were some of the popular musicals of the decade.

Popular music achieved diversity during the decade. Electronic rock bands like 'The Prodigy' and 'Chemical Brothers' also enjoyed considerable success. Indie pop and madchester also contributed to the rock musical culture. Moreover, the 'Lad culture' of the 1990s among the youth, reflected the reaction to a time where males saw themselves battered by feminism. They involved themselves in drinking, watching football and physical intimacy and also resulted in the consumption of drugs. Mozart's operas were widely performed in bicentennial celebrations. Leading singer and pop-star Bryan Adams's single 'Everything I Do' made record breaking popularity. Elton John's 'Candle in the Wind' was a tribute to Princess Diana and became the best-selling single ever.

The United Kingdom had a transformed phase throughout the century. Political crisis and economic upheaval had been a constant threat, but the nation also gradually experienced a boom whether it is economically or culturally. Modernism produced a chaotic and difficult aura, but it also true that humanity gained a new impetus. Devastation was followed by gradual recovery, and it was further followed by development, evolution and success.

GLOSSARY

Celtic Revival: Also known as the Celtic Renaissance, Irish Literary Renaissance, or Irish Revival, it is an Irish movement of the late nineteenth and early twentieth century. It promoted an indigenous Celtic cultural, literary, and artistic tradition to resist the English dominance. William Butler Yeats, Isabella Augusta and Edward Martyn are often credited with inaugurating the Celtic Revival. Also included are the major playwrights J.M. Synge and Sean O'Casey, novelist George Moore and the poet George W. Russell. Their writings were based on Irish backdrop and subjects. Artists who were also a part of the Revival were painter, Jack

Yeats, the brother of William Butler Yeats, and the sculptor Oliver Sheppard. The Celtic Revival also provided an impetus to the growth of another movement known as the Gaelic Revival which endorsed the use of Gaelic, the Irish language, and enthusiastically worked for a national literature written in Gaelic. One of the prime objectives of the Celtic Revival was to establish Irish institutions to counter the institutions of England. The Irish Literary Theatre and the Abbey Theatre were established during the period. Two notable works that relates the Revival includes William Butler Yeats's *The Celtic Twilight* (1893) and J.M. Synge's *The Playboy of the Western World* (1907).

Green Consumerism: Environmental consultant John Elkington is credited to first coin the term 'green consumer' in 1986. It was launched in September 1988 with Green Shopping Week and the publication of The Green Consumer Guide. It aimed to encourage the consumers to be more aware of the environmental impact of the products that they bought and to mobilize consumer action to encourage manufacturers and retailers to provide 'environmentally friendly' alternatives. Green consumerism encourages buying the environmentally acceptable products. Consumer sovereignty is the sole idea of green consumerism. In the marketplace, it is the consumer rather than the producer who dictates. In the 1990s, green consumerism is no longer seen as a quick fix to the problems of consumption. Many environmentalists have criticized it for making only marginal changes while encouraging the continuation of unsustainably high levels of consumption.

Kitchen-sink realism: Also known as 'kitchen-sink drama', it describes the growth and advancement of the British cultural movement in the late 1950s and early 1960s. The theatres, novels and films during that period usually portrayed an angry young man

as its protagonist. It basically depicts the domestic conditions of the working class people of Britain, the social issues and controversies of the period. The plays, novels and films employ the setting of poor industrial areas of the North of England, and use the rough accents of those regions. John Osborne's play *Look Back in Anger* is considered to be a primary work in this genre. Critic David Sylvester used the term "Kitchen Sink School" in art to describe the painters who portrayed the social realities through their work. In the United Kingdom, the term "kitchen sink" was derived from an expressionist painting by John Bratby.

Vorticism: Inspired by the two important futurist exhibitions held in London, the Vorticist Movement made its presence felt in 1914 in the first issue of *BLAST*, the Vorticist manifesto. The term was coined by Ezra Pound, while the movement's central figure was the English painter and writer Percy Wyndham Lewis (1882-1957). Vorticism illustrated the dynamism of the modern world through the combination of geometrical fragmentation of Cubism and Futurist machine-like imagery. It is considered to be the first avant-garde movement in Britain. The members of the Vorticist manifesto included Richard Aldington, Malcolm Arbuthnot, Lawrence Atkinson, Jessica Dismorr, Ezra Pound, William Roberts, etc. The Vorticist artists belonged to all levels of society, and the movement could be considered to mean for all sections of the society. In the climate of democratisation, art now belongs to all, rather than the favoured elites.



15.7 ASSESSMENT QUESTIONS

- 1) "Culture is the widening of the mind and of the spirit."- Jawaharlal Nehru. Elucidate the statement with reference to

Britain's cultural history during the last four decades of the century.

2) Make a detailed analysis of the significance of the 'Swinging sixties' and how it ushered in an atmosphere of change and creativity in Britain.

3) Comment on the various factors that led to the technological advancement of Britain and how it turned out to be a boon for the mass?

4) Summarise the evolution of 'pop culture' throughout the last two decades of the twentieth century.



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