

**Ministry of Higher Education and Scientific Research**

**University of 20 aout 1955, Skikda**



**Faculty: Letters and Foreign Languages**

**Department: Foreign Languages**

## **Civilization of the Target Language**

(Online Courses for Second-Year Students of English)

By: Dr. Djihed Messikh

Associate Professor at the University of 20 Aout 1955, Skikda.

Academic Year: 2025/ 2026

# **Civilization of the Target Language**

**(For Second-Year Students of English)**

## Course Description

**Module:** Civilization of the Target Language

**Teaching Unit:** Discovery

**Credits:** 02

**Teaching Hours:** 3 hours/ week (1h30 lecture + 1h30 TD)

**Groups:** G7, G8, G9, G10, and G11.

**Assessment:** 50%-50% (written exams and continuous evaluation)

**Level:** Second-year students of English

**Teacher:** Dr. Djihed Messikh (Associate Professor at the Department of Foreign Languages, University of Skikda)

**Contact:** d.messikh@univ-skikda.dz/ teacherguide7@gmail.com.

## List of Contents

The outline has been designed based on the latest Ministerial Canva (CPND  
LLE, 2021)

<b>Course Description</b>	III
<b>List of Content</b>	VIII
<b>Introduction</b> .....	<b>1</b>
<b>Lecture One: The Age of Reason</b> .....	<b>3</b>
1. What is the Age of Reason?.....	<b>4</b>
2. The Middle Ages vs. The Age of Reason.....	<b>4</b>
3. Core Principles and Characteristics .....	<b>5</b>
4. Exploring the Roots of the Age of Reason.....	<b>5</b>
4.1. The Age of Reason as an Extension of Renaissance.....	<b>5</b>
4.2. The Role of Naturalism and the Scientific Revolution.....	<b>6</b>
4.3. The Role of Humanism.....	<b>6</b>
4.4. Major Thinkers and their Contributions (philosophy, political and social sciences).....	<b>6</b>
4.4.1. Montequieu.....	<b>7</b>
4.4.2. Jean Jack Rousseau.....	<b>7</b>
4.4.3. John Locke.....	<b>7</b>
4.4.4. Voltaire.....	<b>8</b>
4.4.5. Rene Decartes.....	<b>8</b>
<b>TD Exercises</b>	<b>8</b>
• Activity 1: .....	<b>9</b>
• Activity 2: .....	<b>9</b>
• Activity 3:.....	<b>9</b>
<b>Lecture Two: The Industrial Revolution</b> .....	<b>10</b>
1. Definition and Chronological Framework.....	<b>11</b>
2. Driving Forces of Industrialization in Britain.....	<b>11</b>
2.1. Political Stability.....	<b>11</b>
2.2. Economic Factors.....	<b>11</b>

2.3. Colonial Expansion.....	12
2.4. Intellectual and Economic Climate.....	12
3. Britain’s Key Revolutionized Industries.....	12
3.1. Textile Industry.....	12
3.2. Iron and Steel Industry.....	12
3.3. Coal Mining.....	13
3.4. Transportation.....	13
4. Effects of the Industrial Revolution.....	13
<b>TD Exercises</b>	13
• Activity 4: .....	13
• Activity 5: .....	14
• Activity 6: .....	14
• Activity 7: .....	14
<b>Lecture Three: Chartism and the Rise of Parliamentary Democracy in Britain.....</b>	<b>15</b>
1. Problems in the Old British Parliamentary System.....	16
1.1. Limited Suffrage.....	16
1.2. Rotten and Pocket Boroughs.....	16
1.3. No Secret Ballot and Payment of MPs.....	17
1.4. Veto of House of Lords and Spread of Corruption and Illegal Practices.....	17
2. Chartism.....	17
3. Reform Acts.....	19
<b>TD Exercises</b>	22
• Activity 8: .....	22
• Activity 9: .....	22
<b>Lecture Four: Victorianism: Cultural and Social Transformations.....</b>	<b>24</b>
1. What is Victorianism?.....	25
2. Cultural Transformations during the Victorian Age.....	25
2.1. Literature and Art.....	25
2.2. Architecture and design.....	25
2.3. Leisure Activities.....	26

2.4. Darwinism and the Conflict between Science and Religion.....	27
3. Social Reforms during the Victorian Age.....	27
3.1.Factory Acts.....	27
3.2. Education Acts.....	27
3.3.Public Health Acts.....	28
3.4. Women’s Rights.....	28
<b>TD Exercises</b>	28
• Activity 10: .....	28
• Activity 11: .....	28
• Activity 12: .....	29
• Activity 13: .....	29
• Activity 14: .....	29
<b>Lecture Five: : British Imperialism in India.....</b>	<b>30</b>
1. The Growth of the British Empire during the Victorian Age.....	31
2. Justifications and Motivations of British Imperialism.....	32
2.1.Ideological and Religious Justifications.....	32
2.1.1. Civilizing Mission.....	32
2.1.2. Christianizing Mission.....	32
2.1.3. Social Darwinism.....	32
2.1.4. Search for Religious Freedom.....	33
2.2. Political Justifications.....	33
2.3. Economic Motives.....	33
3. British Imperialism in India.....	34
<b>TD Exercises</b>	34
• Activity 15: .....	34
• Activity 16: .....	35
• Activity 17: .....	35
• Activity 18: .....	35
• Activity 19: .....	36
• Activity 20:.....	36
<b>Lecture Six: The American Revolution.....</b>	<b>37</b>

1. The Roots Causes.....	38
1.1. Taxation, Post-war debt policies, and and Economic Burdens.....	38
1.2. Political Oppression and Intolerable Acts.....	39
1.3. Enlightenment and Political Ideology.....	39
1.3.1. Thomas Paine’s Common Sense.....	39
1.3.2. John Locke’s Political Philosophy.....	39
1.3.3. Great Awakening.....	39
2. Effects of the American Revolution.....	40
2.1. Political Effects.....	40
2.2. Economic Effects.....	40
2.3. Social Effects.....	40
2.4. Global Ideological Effects.....	40
<b>TD Exercise</b>	40
• Activity 21: .....	41
• Activity 22:.....	41
• Activity 23:.....	42
• Activity 24:.....	42
<b>Lecture Seven: Westward Expansion</b> .....	43
1. Louisiana Purchase (1803).....	44
2. Alaska Purchase (1867).....	44
3. Texas Annexation (1845).....	45
4. Mexican Cession (1848).....	45
5. The Spanish Cession and Florida Purchase (1819).....	45
6. American Indians and the Westward Expansion.....	46
7. Manifest Destiny.....	46
<b>TD Exercise</b>	46
• Activity 25: .....	46
• Activity 26:.....	47
• Activity 27: .....	47
<b>Lecture Eight: The American Civil War</b> .....	49
1. The Road to the Civil War.....	50
1.2. Sectionalism and Economic Differences.....	50

1.3. The Role of the Abolitionist Movement and Slavery Debate between the North and the South.....	50
1.4. Tariffs, and State Rights’ Debate.....	51
1.5. The Emergence of Abraham Lincoln.....	51
2. Legacy of the Civil War.....	53
<b>TD Exercises</b>	<b>53</b>
• Activity 28: .....	53
• Activity 29:.....	53
• Activity 30:.....	53
<b>Lecture Nine: The Reconstruction Era .....</b>	<b>55</b>
1. Historical Background.....	56
2. The reconstruction Amendments.....	56
2.1. The Thirteen Amendment.....	56
2.2. The Fourteen Amendment.....	57
2.3. The Fifteen Amendment.....	58
3. The Reconstruction Acts.....	58
4. Southerners’ Response: Racial Segregation.....	59
4.1. Black Codes.....	59
4.2. Jim Crow Laws.....	59
5. The Role of the American Supreme Court.....	60
<b>TD Exercises.....</b>	<b>60</b>
• Activity 31: .....	60
• Activity 32: .....	61
• Activity 33: .....	61
<b>Lecture Ten: U.S. Government.....</b>	<b>62</b>
1. Founding Principles.....	63
1.1. Federalism.....	63
1.2. System of Checks and Balance.....	63
1.3. Popular Sovereignty.....	63
1.4. Limited Government.....	63
1.5. Separation of Powers.....	64

1.6. Republicanism.....	64
1.7. Individual Rights.....	64
2. Government Structure.....	64
2.1. The Legislative Branch.....	64
2.2. The Executive Branch.....	64
2.3. The Judicial Branch.....	65
<b>TD Exercise.....</b>	<b>65</b>
• Activity 34: .....	
<b>Suggested Tests and Exams: .....</b>	<b>66</b>
1. Prerequisite Test 01.....	66
2. Prerequisite Test 02.....	73
3. Test 01.....	75
4. Test 02:.....	75
5. Test 03:.....	76
6. Test 04:.....	77
7. Test 05:.....	77
8. Test 06:.....	78
9. Test 07:.....	79
10. Exam 01 (with suggested answers):.....	79
11. Exam 02 (with suggested answers):.....	84
12. Exam 03 (with suggested answers):.....	89
13. Exam 04 (with suggested answers):.....	96
14. Exam 05:.....	101
15. Exam 06:.....	103
16. Exam 07:.....	105
17. Exam 08:.....	107
18. Exam 09:.....	109
19. Exam 10:.....	110
<b>Conclusion.....</b>	<b>112</b>
<b>References .....</b>	<b>113</b>



## Introduction

This pedagogical resource on *Civilization of the Target Language* serves second-year students of English by integrating advanced language proficiency with a comprehensive study of British and Anglo-American historical developments. The module advances linguistic competence through contextual immersion in cultural and historical narratives, aligning with objectives such as analyzing nineteenth-century British transformations, exploring conceptual frameworks (e.g., Enlightenment, Scientific Revolution, Victorianism, Protestantism, Chartism), examining causal factors of key events, interpreting political cartoons and primary sources, enhancing listening via video activities, facilitating online debates, and developing digital presentation skills.

The content progresses through ten lectures on intellectual, industrial, and imperial transformations in Britain alongside pivotal American developments. Initial lectures cover the Age of Reason's principles and thinkers (Montesquieu, Locke, Voltaire), the Industrial Revolution's drivers and impacts, Chartism's parliamentary critiques, and Victorianism's cultural-social shifts (Darwinism, Factory Acts). Subsequent sessions address British imperialism in India, the American Revolution's causes and effects, Westward Expansion's acquisitions and Manifest Destiny, in addition to the Civil War's sectionalism and legacy, Reconstruction's amendments, and U.S. governmental structures.

Teaching methods integrate lecture-based exposition with interactive TD exercises per lecture, video comprehension for listening, online debates for speaking, and digital presentations for production skills. Assessments combine formative tools—such as prerequisite tests, Tests 01–07, and Activities 01–34—to monitor progress, alongside summative exams (Exam 01–10) for overall mastery. Examples of all assessments appear at

the end, with some suggested answers. This framework cultivates critical discourse analysis and communicative competence in English.

## **Lecture One:**

### **The Age of Reason**

#### **Learning Objectives**

- Identifying the Age of Reason as an intellectual movement.
- Comparing medieval and Enlightenment worldview.
- Tracing the roots of Enlightenment, linking renaissance, humanism, the scientific revolution, and the Age of Reason.
- Evaluating core principles such as liberty, equality, and skepticism.
- Synthesizing contributions of John Locke, Voltaire, Montesquieu, Rousseau, and Descartes.
- Enhancing listening comprehension skills through responding to a relevant video.

## Lecture One

### **The Age of Reason**

The Age of Reason, or Enlightenment, represents a shift from medieval dogma to rational inquiry, emphasizing empiricism, skepticism, individualism, and progress while contrasting theological certainties of the Middle Ages. This lecture traces its roots to Renaissance humanism, Naturalism, and the Scientific Revolution, analyzing key thinkers like Montesquieu, Rousseau, Locke, Voltaire, and Descartes for contributions to political theory, social contract, empiricism, religious critique, and rationalism, with accompanying activities to build analytical discourse skills in English.

#### **1. What is the Age of Reason?**

The Age of Reason, commonly referred to as the Enlightenment, was an influential 17th- and 18th-century intellectual movement across Europe that elevated reason, empirical evidence, and individual liberty above traditional authority, religious orthodoxy, and superstition, fundamentally reshaping philosophy, science, politics, and society (Outram, 2019). This era championed core principles such as skepticism toward dogma, the pursuit of knowledge through observation and rational inquiry, and the belief in human progress, influencing revolutionary ideas on governance and rights.

#### **2. The Middle Ages vs. The Age of Reason**

The Middle Ages (c. 5th–15th centuries) were defined by feudal social structures, the Catholic Church's theological supremacy, and a worldview rooted in divine authority, scriptural interpretation, and tradition, where knowledge was largely derived from faith, scholasticism, and limited empirical observation amid widespread superstition (Cantor, 1994). Society emphasized communal obligations, hierarchical obedience, and spiritual salvation over individual autonomy. Conversely, the Age of Reason, or Enlightenment (17th–18th

centuries), represented a radical epistemological and cultural pivot, championing reason, empiricism, skepticism of dogma, and scientific methodology as pathways to truth, progress, and human rights, thereby undermining medieval certainties in favor of secular governance and personal liberty. This shift not only fueled revolutions in science and politics but also redefined humanity's relationship with knowledge and authority.

### **3. Core Principles and Characteristics of the Enlightenment**

The core principles and characteristics of the Enlightenment, or Age of Reason, encompassed reason as the primary source of authority, empiricism through scientific observation, skepticism toward religious dogma and tradition, and a commitment to individual liberty, progress, tolerance, and natural rights (Outram, 2019). Thinkers advocated constitutional government, separation of church and state, and the rule of law over absolute monarchy, fostering ideals of fraternity and secular reform while challenging superstition with rational inquiry and human perfectibility. These tenets not only revolutionized epistemology but also laid groundwork for modern democracy and science.

## **4. Exploring the Roots of the Age of Reason**

### **4.1. The Age of Reason as an Extension of Renaissance**

The Age of Reason, or Enlightenment, extended Renaissance humanism by amplifying its focus on individual potential, classical learning, and secular inquiry into a systematic embrace of reason and empiricism over medieval scholasticism. While the Renaissance (14th–17th centuries) revived ancient texts, arts, and anthropocentric views—exemplified by figures like Petrarch and Erasmus—the Enlightenment built upon this foundation through scientific methodology and philosophical rationalism, transforming cultural revival into universal principles of liberty and progress (Burke, 2016).

## **4.2. The Role of Naturalism and the Scientific Revolution**

The Scientific Revolution (16th–17th centuries) and Naturalism played pivotal roles in fostering the Age of Reason by establishing empirical observation and mathematical reasoning as foundations for knowledge, thereby undermining medieval reliance on Aristotelian authority and teleology. Pioneers like Copernicus, Galileo, Kepler, and Newton demonstrated nature's mechanistic laws through experimentation—e.g., heliocentrism and universal gravitation—shifting paradigms from qualitative essences to quantifiable regularities, which Naturalism extended by portraying the universe as a self-sustaining system governed by immutable laws rather than divine intervention. This intellectual groundwork directly propelled Enlightenment thinkers to apply rational inquiry beyond physics to ethics, politics, and society (Shapin, 1996).

## **4.3. The Role of Humanism**

Renaissance Humanism played a foundational role in the Age of Reason by redirecting intellectual focus from divine to human-centered inquiry, reviving classical texts, and promoting individual agency, critical study, and secular ethics, which eroded medieval scholasticism and primed the ground for Enlightenment rationalism. Emerging in 14th-century Italy through figures like Petrarch and Erasmus, Humanism celebrated human potential, linguistic precision, and moral autonomy derived from antiquity, fostering skepticism of Church authority and laying the philosophical groundwork for empiricism and liberty .

## **4.4. Major Thinkers and Contributions (philosophy, political and social sciences)**

### **4.4.1. Montesquieu**

Montesquieu (Charles-Louis de Secondat, 1689–1755) made enduring contributions to the Age of Reason through his seminal work *The Spirit of the Laws* (1748), where he pioneered the theory of separation of powers—dividing government into legislative, executive, and

judicial branches to prevent tyranny and ensure liberty—drawing from empirical observation of diverse political systems (Montesquieu, 1989). His comparative analysis of republics, monarchies, and despotisms, influenced by climatic and cultural factors, advanced relativism in governance and rejected absolute authority, profoundly shaping modern constitutionalism, including the U.S. Constitution.

#### **4.4.2. Jean Jack Rousseau**

Jean-Jacques Rousseau (1712–1778) contributed profoundly to the Age of Reason through *The Social Contract* (1762), arguing that legitimate political authority derives from the "general will" of the people rather than divine right or force, emphasizing popular sovereignty and direct democracy as safeguards of individual freedom (Rousseau, 1968). His critique of inequality in *Discourse on Inequality* (1755) posited that private property and civil society corrupted humanity's natural goodness, influencing revolutionary thought and romanticism.

#### **4.4.3. John Locke**

John Locke (1632–1704) advanced the Age of Reason through *An Essay Concerning Human Understanding* (1689), establishing empiricism by positing the mind as a (blank slate) filled by sensory experience rather than innate ideas, and *Two treatises of Government* (1689), which articulated natural rights to life, liberty, and property alongside government by consent and the right to revolution (Locke, 1988). These ideas underpinned liberal democracy and challenged absolute monarchy.

#### **4.4.4. Voltaire**

Voltaire (François-Marie Arouet, 1694–1778) contributed to the Age of Reason through his incisive critiques of religious intolerance and absolutism, notably in *Candide* (1759) and *Philosophical Letters* (1734), advocating reason, free expression, and separation of church

and state while popularizing Newtonian science and Lockean empiricism against dogmatic authority.

#### 4.4.5. Rene Descartes

René Descartes (1596–1650) advanced the Age of Reason through his foundational rationalism in *Meditations on First Philosophy* (1641), introducing methodological doubt and the cogito—"I think, therefore I am"—as indubitable proof of self-existence, alongside mind-body dualism. (Descartes 1984)

#### TD Exercises:

**Activity 1:** Circle the correct answer:

<b>Q1: The early modern era (15<sup>th</sup> c -18<sup>th</sup> c) includes two intellectual movements:</b>		
<b>A:</b> Dark Ages and the Age of Reason	<b>B:</b> The Renaissance and European Enlightenment	<b>C:</b> Classical antiquity and the Renaissance
<b>Q2: Deism, which spread during the Age of Reason, emphasized that God:</b>		
<b>A:</b> Does not exist	<b>B:</b> Reveals Himself through prophets and miracle. He also intervenes in human affairs.	<b>C:</b> Created the universe lonely, but does not intervene afterward
<b>Q3: The doctrine of “ Separation of Powers” was formulated by the French philosopher:</b>		
<b>A:</b> Montesquieu	<b>B:</b> Voltaire	<b>C:</b> René Descartes
<b>Q4: Which of the following is NOT a characteristic belief of Deism?</b>		
<b>A:</b> God as a rational creator	<b>B:</b> Reliance on human reason over revelation	<b>C:</b> Acceptance of miracles as evidence of God’s presence.
<b>Q5: Which philosopher is most famously associated with the concept of “natural</b>		

<b>rights”?</b>		
<b>A:</b> John Lock	<b>B:</b> Voltaire	<b>C:</b> Immanuel Kant

**Activity 2:**

In a well-developed essay, contrast the Age of Reason with Dark Ages, highlighting political, social, and religious differences.

**Activity 3:**

Prepare two PPT presentations to discuss the following points:

- The Scientific Revolution of the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- The Role of Protestant Reformation in the Age of Reason.

## Lecture Two

### **The Industrial Revolution**

#### **Learning Objectives**

- Identifying the Industrial Revolution as a shift from agrarian to machine-based production.
- Analyzing driving factors such as political stability and economic factors.
- Discussing key revolutionized industries: textile, iron, coal, and transportation.
- Identifying key machines and inventions which drove industrialization (Spinning Jenny, steam engine, power loom...etc).
- Studying the link between the Industrial Revolution and colonial expansion.
- Assessing economic and social effects, distinguishing between positive and negative impacts.

## Lecture Two: The Industrial Revolution

The Industrial Revolution, spanning the late eighteenth to nineteenth centuries, transformed Britain from an agrarian society into the world's first industrial power through innovations in textiles, iron/steel, coal mining, and transportation. This lecture examines its chronological framework, driving forces—political stability, economic factors, colonial expansion—and profound societal effects, equipping learners with analytical tools to dissect causal relationships and their linguistic expression in English discourse.

### 1. Definition and Chronological Framework

The Industrial Revolution in Britain refers to the transformative process of mechanization and economic restructuring that shifted society from agrarian and handcraft production to machine-based manufacturing, beginning around 1760 and peaking by 1840 (Hobsbawm, 1999). This first phase, primarily confined to Britain, featured innovations like the steam engine and textile machinery, fundamentally altering labor, urbanization, and global trade.

### 2. Driving Forces of Industrialization in Britain

#### 2.1. Political Stability

Political stability in Britain drove industrialization by ensuring secure property rights, enforceable contracts, and investment security post-Glorious Revolution (1688), fostering entrepreneurship absent in Europe's turbulent states.

#### 2.2. Economic Factors

Economic factors propelled Britain's Industrial Revolution through high wages incentivizing labor-saving machinery, abundant coal lowering energy costs, colonial trade generating capital surpluses, and agricultural improvements freeing labor for factories (Allen, 2009). Banking systems and entrepreneurial investment further accelerated mechanization in textiles and iron production.

### **2.3. Colonial Expansion**

Colonial expansion fueled Britain's Industrial Revolution by supplying raw materials like cotton from India and the Americas, providing lucrative markets for manufactured exports, and channeling profits from slave-based plantations back into domestic capital investment, thereby amplifying economic growth.

### **2.4. Intellectual and Economic Climate**

Britain's intellectual and economic climate fostered industrialization through Enlightenment empiricism, scientific institutions like the Royal Society, high wages spurring labor-saving innovations, capital from commerce, and the rise of laissez-faire policies alongside free-market principles that minimized state intervention and encouraged entrepreneurial risk (Allen, 2009).

## **3. Britain's Key Revolutionized Industries**

### **3.1. Textile Industry**

The British textile industry spearheaded the Industrial Revolution through transformative mechanization, including John Kay's flying shuttle (1733), James Hargreaves' spinning jenny (1764), Richard Arkwright's water frame (1769), and Samuel Crompton's spinning mule (1779), shifting production from cottage handicrafts to factory-based mass manufacturing powered by water and steam.

### **3.2. Iron and Steel Industry**

The British iron and steel industry underwent revolutionary transformation during the Industrial Revolution through Abraham Darby's coke-smelting process (1709), Henry Cort's puddling (1784) for wrought iron, and Henry Bessemer's converter (1856) for mass-producing steel, enabling cheaper, stronger materials essential for railways, machinery, and infrastructure (Hyde, 1973).

### 3.3. Coal Mining

British coal mining fueled the Industrial Revolution by powering steam engines, iron production, and factories through deep-shaft extraction aided by pumps from Newcomen and Watt, drawing from rich coalfields in Wales and the North East.

### 3.4. Transportation

Transportation revolutionized during Britain's Industrial Revolution through canals (e.g., Bridgewater, 1761), turnpike roads, steamships, and above all railways—beginning with Stockton-Darlington (1825) and Liverpool-Manchester (1830)—enabling rapid, cost-effective movement of coal, iron, cotton, and manufactured goods nationwide.

## 5. Effects of the Industrial Revolution

The Industrial Revolution profoundly reshaped British society and economy, driving unprecedented urbanization as populations flocked to factory towns like Manchester and Birmingham, creating overcrowded slums amid pollution and disease (More, 2000). Economically, it boosted GDP through mass production and global trade but widened class divides, with factory owners amassing wealth while workers endured long hours, child labor, and unsafe conditions, spurring trade unions and reforms. Culturally, it accelerated consumerism, technological optimism, and imperial expansion, though at the cost of traditional crafts and rural life.

### TD Exercises

- **Activity 4:**

Circle the correct answer:

<b>Q1: Which transport innovation helped fuel the Industrial Revolution in Britain?</b>		
<b>A:</b> Subways	<b>B:</b> Airplanes	<b>C:</b> Railroads
<b>Q2: The Industrial Revolution in Britain began in which industry?</b>		

<b>A:</b> Textiles	<b>B:</b> Iron and steel manufacturing	<b>C:</b> Shipbuilding
<b>Q3: Which invention greatly accelerated textile production during the Industrial Revolution?</b>		
<b>A:</b> Steam locomotive	<b>B:</b> Telegraph	<b>C:</b> Spinning Jenny

- **Activity 5:**

**Listen to the following video (<https://www.youtube.com/watch?v=JeCBk74XGT4>), and answer the questions below.**

1. Why did the Industrial Revolution begin in Britain?
2. What are the five main inventions of the Industrial Revolution? □
3. Why was the Steam Engine important? □
4. What are the positives of the Industrial Revolution? □
5. What are the negatives of the Industrial Revolution?

- **Activity 6:**

Write a short, but well-structured essay to discuss the political, economic, and intellectual factors which contributed to the emergence of the Industrial Revolution in Britain.

- **Activity 7: (for group discussion)**

Explain the widening gap between the rich and the poor during the Industrial Revolution, using a Marxist perspective.

### **Lecture Three: Chartism**

#### **Learning Objectives**

- Highlighting flaws in the pre-reform parliamentary system.
- Understanding parliamentary democracy.
- Defining Chartism as a political movement.
- Analyzing links between industrialization, the rise of the middle class, and reform acts.
- Evaluating Chartism's six points.
- Assessing the success of Chartism.
- Analyzing political cartoons.

## Lecture Three:

### Chartism and the Rise of Parliamentary Democracy in Britain

Lecture Four critiques the flaws of Britain's pre-reform parliamentary system—limited suffrage, rotten and pocket boroughs, absence of secret ballots, unpaid MPs, House of Lords' veto, and rampant corruption—before examining Chartism as a working-class movement demanding democratic reforms. It traces the evolution through key Reform Acts, cultivating skills in causal analysis.

#### 1. Problems in the Old British Parliamentary System

##### 1.1. Limited Suffrage

In 1800, voting was still a privilege not a right, and only 4% of the population could vote, this excluded women, Catholics and slaves. Furthermore, the 4% of the population that were allowed to vote were badly chosen because of unequal distribution of seats which created the so called “rotten boroughs” and “pocket boroughs”. (Purdy, 2016)

##### 1.2. Rotten and Pocket Boroughs

The term “rotten” was used in the eighteenth century to mean that the borough had a small electorate. The word rotten has the connotation of corruption and decline. The problem was that rotten boroughs worked well in the beginning when cities flourished, but its boundaries were not updated when they had become depopulated or even deserted. Old Sarum is an excellent example. It used to be a busy city as the Old Sarum Cathedral was established there under the control of Pitt family, but when the Salisbury Cathedral or the New Sarum was established, the city became deserted as its workers and merchants built a new town around it. Despite all these changes, the borough still sent two MPs even if it had virtually no population. “Dunwich” was another example which revealed the unequal distribution of seats. The boroughs fell into the sea due to coastal erosion, but still it retained two MPs from 1798 to 1832. (Porritt, 2014) While the rotten borough has the connotation of corruption, pocket

borough has the connotation of money and wealth. It was controlled by owners who possess at least half of the town. A wealthy patron, for example, would simply buy as many houses as possible and install in them his own loyal tenants to vote for the man they agreed on.

### **1.3. No Secret Ballot and Payment of MPs**

Prior to the Ballot Act of 1872, British parliamentary elections lacked secret ballots, enabling widespread bribery, intimidation by landlords and employers, and open voting that exposed poorer voters' choices, particularly during the Industrial Revolution's social upheavals. MPs received no salary until 1911, relying on personal wealth or patronage, which favored elites and excluded working-class representation despite expanding electorates post-1832 and 1867 Reforms. These flaws entrenched oligarchic control amid industrialization's demands for broader democracy, spurring Chartist agitation and eventual reforms.

### **1.4. Veto of House of Lords and Spread of Corruption and Illegal Practices**

The House of Lords held absolute veto power over Commons legislation until the 1911 Parliament Act limited it to a suspensory delay, blocking reforms like the 1909 People's Budget (Bromhead, 1958 ). This aristocratic dominance fueled electoral corruption—bribery, intimidation, and patronage—worsened by open voting pre-1872 amid industrial demands for democracy.

## **2. Chartism**

Chartism was a working class movement that campaigned for political reform acts in Britain from 1838 until 1858. Its name is taken from the 1838 people's charter. It was a wide national protest movement which owned strongholds in South Wales Valleys, Northern England, East Midlands and the Staffordshire Potteries. The movement reached its peak in 1839, 1842, and 92 1849. It attracted more support than the radical group for adopting peaceful constitutional means to call for its six reforms that in the chartist's view make the British political system perfectly democratic. These six reforms are the following:

1. Giving the right to vote for every man aged twenty-one years old with full mental capacities and no judicial precedents.
2. Making the ballot secret.
3. Abolishing property qualifications for MPs.
4. Payment for MPs
5. Equal distribution of constituencies.
6. Holding parliament elections annually. (Royle, 2014)

According to Chartism, these six reforms treat the main problems existing within the British parliamentary system and answer the needs of people. The first reform gives suffrage to all male citizens regardless of their class, provided that they are mentally able and have no judicial precedents crimes; the aim of this reform is to enable working class to get involved in politics. The second reform claims for secret ballot to protect tenants and small farmers from intimidation, dismissal or expulsion from their houses by their landowners in case they chose not to vote for the candidate that the landlord suggested. This was the case especially in pocket boroughs. So, this reform gives oppressed tenants freedom to choose. The third and the fourth reforms were designed to enable the poor to reach the Westminster parliament through abolishing property qualification for MPs candidature and introducing payment for the members because the working class would prefer holding their humble jobs and staying out of politics instead of being non-paid MPs, because unlike the aristocratic class, they had no other income to sustain them. The fifth and the sixth reforms were an attempt to end Pocket and Rotten Boroughs and close the door for rich aristocrats to use bribery and corruption to win posts by updating constituencies to the new distribution of population and making parliamentary elections annual to stop buying constituencies which took place each seven years. (Royle, 2014)

## Reform Acts

The 1832 reform act, which was passed under difficult circumstances, abolished 143 borough seats in England and created new 130 new seats in England and Wales. This was done in accord with Parliamentary Boundaries Act 1832 which redefined constituencies' boundaries according to the population intensity. The act abolished 56 boroughs, divided further 26 English counties. It created also new 65 county seats and new 65 new borough seats in England and Wales. These changes made English members fall by 17% and Welsh members increase by 4%. Nevertheless, voting was still based on property qualification; to vote, the British had to possess property worth £ 10, a huge sum at that time. Moreover, the extension of the franchise covered mainly tenants paying an annual rent of £50; bribery was still the case as Thomas Erskine May observed: "it was too soon evident, that as more votes had been created, more votes were to be sold" (May, 1863, p. 253). This strengthened the position of the landed gentry who controlled pocket. This might explain why the Tory Party won the 1835 and 1837 elections. (May, 1863)

In 1866, Prime Minister Russel introduced a Reform Bill to enfranchise respectable working men with a property qualification of £7 in England and Wales. The proposed bill lowered the 1832 county franchise qualification from £50 to £14, it suggested giving votes to £50 savings bank depositors and £10 lodgers. Altogether, this added about 400,000 new voters (Cowling, 1967). Disraeli convinced some fellows who shared him the idea that it was rather unwise not to listen to the growing voices of a possible revolution, but for many, he was leading the country into unknown place as illustrated by this Punch cartoon which is quoted by Kinser (2011, p.49).



The cartoon shows Britain represented in a woman riding a horse. The use of a woman conveys the meaning of weakness and inexperience. This idea is further strengthened by making

the woman hiding her face as the horse jumps into the unknown reform. The woman fears what is coming, though she expects the worse to happen as she has already worn a war helmet. This reflects the rising Conservative worries of a possible revolution that may have been ignited by the Hyde Park Riots, and supported by pro-reform movements. The horse has the face of Disraeli who proposed the bill as a solution to public pressure. He himself called the bill "a Leap in the Dark" (Kinsler, 2011, p. 49). Behind the horse, three men are caught by surprise and astonishment at making this risky jump; they are the main personal opponents of Disraeli: John Bright, Gladstone and Lord Derby.

Due to the Representation of the People Act 1867, the skilled working class were enfranchised, but they were still vulnerable to bribery, intimidation, and even blackmail by their employers or land owners who either came in person or sent spies to check on the votes as they were being cast. Radicals had long campaigned for secret ballot including the Chartist movement, the Reform League, the Reform Union, and prominent figures like John Bright; all saw the importance of introducing the secret ballot to eradicate aristocratic influence and boost the number of ordinary people; as such, making the House of Commons more independent and sovereign. But for many, including Lord Russel himself, the secret ballot was associated with cowardice, hypocrisy, weakness and it sounded like the Catholic feminine confessional. Whereas open ballot was associated with honesty, courage, and frankness (Urbinati, 2002).

This Third Reform Act extended the same voting qualifications that existed in towns by the terms of the Second Reform Act of 1867 to cover the countryside as well. The introduction of the act was necessary to bring the electoral system with the new change of economy and population at the time, especially that literacy was no longer a barrier as it spread into rural areas. The act rouse the number of British electorate to 5,500,000, but still all women and almost 40% of adult males were not enfranchised (Pilkington, 1999).

The Redistribution of Seats 1885 was a piece of the electoral reform legislation aimed at redistributing seats in the House of Commons. It introduced the concept of equally populated constituencies. The act increased the number of seats in Commons from 652 to 670. The act stated that all parliamentary boroughs with a population of 15,000 or less should be emerged into a division of the closest parliamentary county; whereas boroughs with a population between 15,000 and 50,000 had to reduce its representation from two MPs to one MP, this affected 36 boroughs. For boroughs with a population more than 50,000, they could continue holding two MPs. In *The Extension of the Franchise 1832-1931*, Bob Whitefield argues that

the act had immediate consequences, as well as far-reaching consequences. As a short term consequence, the act established “single-member constituencies” (Whitfield, 2001, p. 247), they are constituencies whose representation was reduced from three or two MPs into only one MP. In the past, the Radicals of the Whig Party shared with Liberals the seats, but as the number was reduced, the Liberals were more likely to win the seat as most constituencies affected by the act were dominated by Liberals from the middle class. As a result, the Whigs broke with Liberals and suffered a serious damage, and Liberals who saw the ball in their own court, grew more radical.

### **TD Exercises**

- **Activity 8:**

Listen to the video and answer the following questions

(<https://www.youtube.com/shorts/CZymAKs1ddY>):

1. How was the Chartist movement introduced by the video?
2. Did the government accept the petition?
3. Was the Chartist movement successful? justify your answer
4. Did Reform Acts address the Chartist movement's demands?

- **Activity 9:**

**Q1:** Describe what you can see in this political cartoon. □

**Q2:** Suggest a title to it. □

**Q3:** Interpret it, referring to the seize of the scroll, the six men pushing it, the three men standing in the entrance, and the man watching outside.



## **Lecture Four: Victorianism**

### **Learning Objectives**

- Understanding Victorianism as a concept.
- Understanding the “doctrine of separate spheres”
- Visualizing key Victorian cultural elements--architecture, art, literature, and leisure.
- Examining how Victorianism shaped different cultural elements.
- Analyzing Darwinism’s challenge to religious Orthodoxy (the tension between science and religion).
- Evaluating social reforms during the Victorian Age (Factory acts, education acts...)

## **Lecture Four: Victorianism:**

### **Cultural and Social Transformations**

Lecture Five defines Victorianism as the cultural and moral ethos of the Victorian Age, exploring transformations in literature, art, architecture, leisure activities, and the science-religion tensions exemplified by Darwinism. It further analyzes pivotal social reforms—Factory Acts, Education Acts, Public Health Acts, women's rights advancements, and philanthropic-religious initiatives—enhancing interpretive skills on these multifaceted shifts.

#### **1. What is Victorianism?**

Victorianism refers to the cultural, social, and moral values dominant during Queen Victoria's reign (1837–1901), emphasizing strict propriety, family ideals, industrial progress, and imperial confidence. It promoted respectability, self-reliance, and domesticity, yet masked stark inequalities, urban poverty, and rigid gender roles amid rapid modernization.

#### **2. Cultural Transformations during the Victorian Age**

##### **2.1. Literature and Art**

Victorian art and literature from 1837–1901 reflected industrial Britain's mix of progress and tension. Art shifted from realistic portraits and landscapes to the Pre-Raphaelites' bright, detailed scenes of nature and myths, then to ornate Aesthetic styles emphasizing beauty over morals, seen in Rossetti's works and Gothic buildings. Literature featured novels by Dickens showing factory poverty and Brontë sisters exploring love and independence, plus Tennyson's thoughtful poems and Hardy's grim rural tales, often serialized to reach wide readers while questioning society and faith.

##### **2.2. Architecture and design**

Victorian architecture and design (1837–1901) prominently featured the Gothic Revival style, characterized by pointed arches, ribbed vaults, flying buttresses, and intricate tracery, as exemplified in Charles Barry and Augustus Pugin's Houses of Parliament, which symbolized

moral and national renewal against industrial drabness (Girouard, 1977). Interiors boasted stained glass, wrought iron, and colorful brickwork (polychromy), while later Aesthetic and Arts & Crafts movements introduced ornate furniture, floral patterns, and ebonized wood, prioritizing beauty and craftsmanship in homes and public spaces.



### 2.3. Leisure Activities

Victorian leisure activities (1837–1901) expanded with rising prosperity, railways, and shorter work hours, shifting from blood sports (banned like bear-baiting) to organized pursuits accessible across classes. Popular options included seaside trips to Blackpool or Brighton for paddling and Punch & Judy shows, music halls with comedy and sing-alongs, circuses featuring acrobats and wild animals, and emerging sports like football, cricket, rugby, and lawn tennis with codified rules. At home, families enjoyed parlor games, reading serialized novels, scrapbooking, embroidery, and drawing-room singing; public parks, zoos, and theaters offered urban escapes, while the elite pursued hiking, mountaineering, and horseracing.

## **2.4. Darwinism and the Conflict between Science and Religion**

Darwinism, introduced by Charles Darwin's *On the Origin of Species* (1859), proposed natural selection as the mechanism of evolution, suggesting humans and all life descended from common ancestors rather than divine creation, igniting a profound Victorian conflict between science and religion. Traditionalists, including Bishop Samuel Wilberforce, attacked it as materialistic heresy that eroded biblical authority, morality, and human uniqueness during the 1860 Oxford debate with Darwin's defender Thomas Huxley, who argued empirical evidence trumped scriptural dogma. While some theologians like Charles Kingsley harmonized evolution as God's tool, the theory accelerated doubt, agnosticism (e.g., Tyndall), secularization, and "social Darwinism" misapplications justifying inequality, profoundly unsettling Victorian faith amid industrialization's upheavals (Bowler, 1989).

## **3. Social Reforms during the Victorian Age**

### **3.1. Factory Acts**

The Factory Acts were a series of Victorian laws regulating child and worker conditions in Britain's textile mills amid Industrial Revolution abuses. The pivotal 1833 Act banned children under 9 from factories, capped 9–13-year-olds at 9 hours daily with 2 hours schooling, and appointed inspectors. Subsequent acts (1844, 1847 "Ten Hours," 1874) extended protections to women, limited shifts to 10–12 hours, banned night work, and fenced machinery, spurred by reports of deformed "apprentice" orphans and parliamentary inquiries despite mill owners' resistance (Hutchins & Harrison, 1966).

### **3.2. Education Acts**

Victorian education reforms gradually expanded access amid industrialization's literacy demands. Forster's 1870 Elementary Education Act created local school boards to build non-religious "board schools" where church provision fell short, funded by rates without initial compulsion. Sandon's 1876 Act mandated parental duty for 5–10-year-olds' schooling,

Mundella's 1880 enforced attendance, and 1891 made elementary education free, boosting literacy from ~60% to near-universal by 1900 via "payment by results" exams (Simon 1974).

### **3.3. Public Health Acts**

Victorian Public Health Acts addressed urban squalor from industrialization. The 1848 Act (under Edwin Chadwick) established a General Board of Health and enabled local boards in high-mortality areas to mandate sewers, clean water, and sanitation, though permissive enforcement limited impact amid cholera outbreaks. The 1875 Act consolidated reforms, compelling urban authorities to provide drainage, regulate overcrowding and nuisances, appoint medical officers, and control contaminated food, marking a shift to mandatory municipal hygiene that slashed death rates.

### **3.4. Women's Rights**

Victorian women (1837–1901) faced severe legal and social restrictions under coverture, where married women lost property rights, earnings, and custody to husbands, confined to domestic "separate spheres" as wives and mothers, while single women or widows retained limited autonomy. Campaigners like Caroline Norton secured the 1857 Matrimonial Causes Act (divorce access) and 1870 Married Women's Property Act (earnings control), alongside 1870 Education Act enabling higher learning; yet suffrage eluded them until 1918 (over-30 vote), amid opposition viewing equality as unnatural.

### **TD Exercises**

- **Activity 10:**

In an essay, discuss how social reforms reshaped public health, education, and women's rights.

- **Activity 11:**

Summarize Charles Darwin's *On the Origin of Species*.

● **Activity 12:**

Explain in a well-developed essay Darwinism and how it created tensions between science and religion during the Victorian Age.

**Activity 13:**

Write a well-developed essay to examine key reform acts which were introduced during the 19<sup>th</sup> century to deal with some problems in the old British parliamentary system.

**Activity 14: (For Discussion)**

- Who is Carl Marx?
- Why was he considered as a historian, economist, political theorist, and sociologist too?
- Summarize his two influential books: *The Communist Manifesto*, and *Das Kapital*.
- Explain the motives of Karl Marx behind writing his first book, *the Communist Manifesto*.
- Marx explained that history is about the struggle between social classes, the classes may change each era, but it is still the same story. Accordingly, what is the link between the old feudal system and the emergence of Bourgeoisie?
- Why did Carl Marx focus mainly on the “means of production” and who should own them.
- Write a well-structures essay to comment on the following statement by Carl Marx: “Capitalism is inherently unstable”, focusing on how mass production and the growing gap between the rich and the poor can lead to the destruction of capitalism.

## **Lecture Five**

### **British Imperialism in India**

#### **Learning Objectives**

- Examining the expansion of the British empire during the 19<sup>th</sup> century.
- Distinguishing between justifications and motives of British imperialism.
- Comparing ideological and political justifications against economic motives.
- Examining the link between industrialization and imperialism
- Exploring the role of mercantilism as an economic ideology and policy.
- Exploring India as a case of study.
- Studying how giant multinational companies can threaten national sovereignty.
- Interpreting political cartoons.
- Critically responding to a video on imperialism.

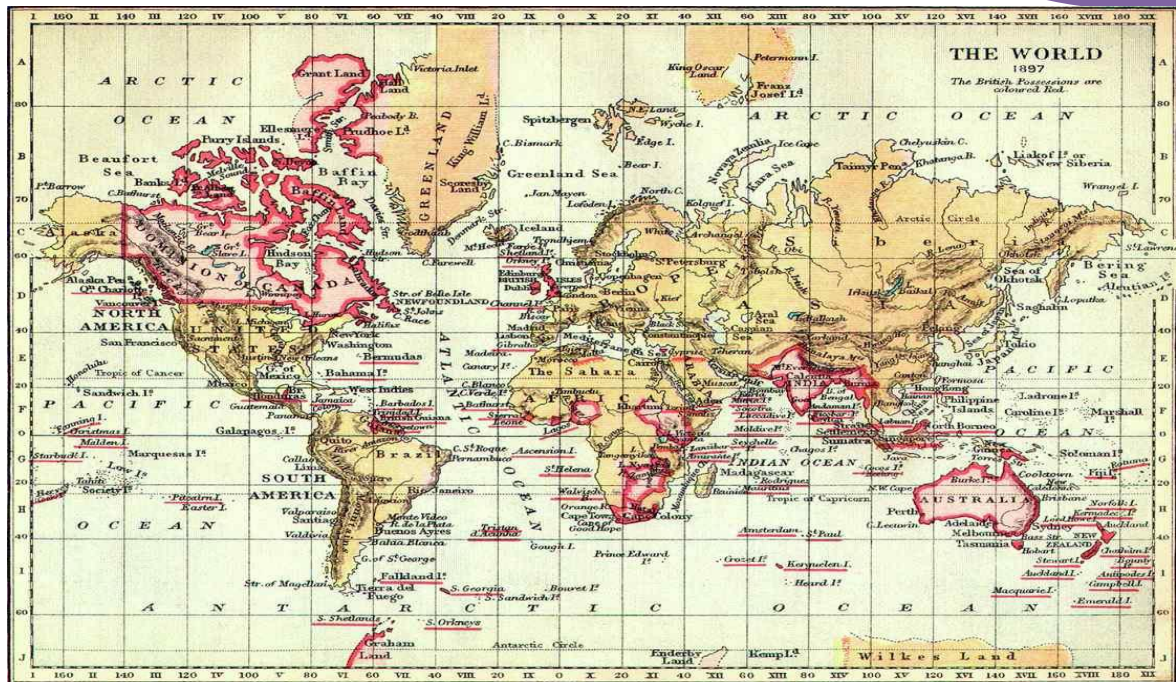
## Lecture Five:

### British Imperialism in India

Lecture Six examines the expansion of the British Empire during the Victorian Age, with a focus on India, and scrutinizes the ideological, religious, political, and economic justifications—including the civilizing and Christianizing missions, Social Darwinism, and motives for religious freedom—that underpinned imperial dominance.

#### 1. The Growth of the British Empire during the Victorian Age

During Queen Victoria's reign (1837–1901), the British Empire expanded dramatically from trade-focused colonies to a global dominion covering one-quarter of the world's land and population, fueled by industrial supremacy, naval power, and the Pax Britannica era of minimal great-power wars. Key growth included consolidating India after the 1857 rebellion (via the Government of India Act 1858, crowning Victoria Empress in 1876), annexing Hong Kong post-Opium Wars (1842), acquiring Fiji (1874) and Cyprus (1878), dominating Egypt via Suez Canal control (1882), and the "Scramble for Africa" claiming Egypt to Cape Colony by 1900, alongside Australia and New Zealand's federation. See the following map illustrating “the empire in which the sun never sets”.



## 2. Justifications and Motivations of British Imperialism

### 2.1. Ideological and Religious Justifications

#### 2.1.1. Civilizing Mission

The "civilizing mission" was a core ideological justification for British imperialism during the Victorian era, portraying Empire expansion as a moral duty to uplift "backward" non-European peoples through Christianity, commerce, law, and Western education, thereby spreading progress, abolishing "savagery" like sati or slavery, and fulfilling Britain's racial and cultural superiority under Providence. This idea is best illustrated by Rudyard Kipling's *The White Man's Burden*.

#### 2.1.2. Christianizing Mission

The Christianizing mission served as a key moral justification for British imperialism in the Victorian era, intertwining evangelism with colonial expansion as missionaries like David Livingstone promoted "commerce and Christianity" to deliver "heathen" peoples from idolatry, slavery, and "error," paving the way for British rule in Africa and India). Evangelical societies framed Empire as fulfilling divine providence—spreading the Gospel, Western education, and "civilization"—often preceding formal annexation, as in Sierra Leone

or Fiji, though critics noted it masked economic exploitation and cultural erasure (Stanley, 2009).

### **2.1.3. Social Darwinism**

Social Darwinism, a perversion of Charles Darwin's evolutionary theory popularized by Herbert Spencer and thinkers like Benjamin Kidd in the late Victorian era, justified British imperialism by framing global conquest as "survival of the fittest" among nations and races, portraying Britons as biologically superior destined to rule "inferior" peoples in Africa, India, and elsewhere. It rationalized exploitation, racial hierarchies, and the "white man's burden" during the 1870s–1900 Scramble for Africa, intertwining with nationalism to depict Empire as natural progress where weaker societies must yield to stronger, more "civilized" ones, despite Darwin's own aversion to such sociobiological extensions.

### **2.1.4. Search for Religious Freedom**

Religious freedom in the Victorian British Empire was selectively applied as a justification for imperialism, often serving as a pretext to undermine local faiths while promoting Christianity; missionaries decried "pagan" practices like Sati or Thuggee in India as barriers to liberty, arguing British rule would liberate souls through Gospel access.

## **2.2. Political Justifications**

Victorian political justifications for imperialism emphasized Britain's role in maintaining the European balance of power through strategic acquisitions like the Suez Canal (1882) and naval bases (e.g., Cyprus, Malta), preventing rivals like France or Russia from dominating trade routes to India or threatening Pax Britannica. Leaders like Disraeli framed Empire as a patriotic necessity for national prestige and security amid post-Crimean War anxieties, portraying expansion as a defensive bulwark against "encroachment" rather than mere aggression.

### 2.3. Economic Motives

Economic motives underpinned Victorian British imperialism, driven by the need for raw materials (cotton from India, rubber from Africa, opium from Bengal), protected markets for manufactured goods amid post-1873 depression protectionism, and investment outlets for surplus capital via railways and plantations. Mercantilist legacies evolved into "imperialism of free trade," where formal control (e.g., Nigeria's palm oil) secured informal dominance, with the City of London's finance and steamship networks integrating colonies into Britain's global economy, peaking during the Scramble for Africa (Porter, 1996).

### 3. British Imperialism in India

The East India Company (EIC), chartered in 1600 as a trading monopoly, drove British imperialism in India by evolving from commerce to conquest, securing footholds via factories at Surat (1612) and Madras, Bombay, and Calcutta, then wielding private armies to victory at Plassey (1757) under Robert Clive, gaining Bengal's diwani (tax rights) in 1765 and expanding through Anglo-Mysore, Maratha, and Sikh wars to control most of the subcontinent by 1840s, fueled by the Doctrine of Lapse—Lord Dalhousie's annexations of princely states lacking heirs. Rampant corruption, famines, and cultural meddling like Enfield rifle cartridges (greased with cow/pig fat) sparked the 1857 Indian Mutiny, spreading from Meerut to Delhi, ending EIC rule via the 1858 Government of India Act for direct Crown Raj (Stokes, 1959).

#### TD Exercises

- **Activity 15:**

#### **Exercise 1 : Locate in the map these previous British Empire territories :**

New Zealand (1907-1947), Hong Kong (1841-1941), Palestine (1920-1948), India (1858-1947 )  
Bahamas(1718-1964), Australia, Egypt, Southern Rhodesia

(Zimbabwe), Northern Rhodesia (Zambia), Falkland Islands, Bangladesh, and Pakistan.



---

● **Activity 16:**

**Explain briefly the following:**

British Raj, East India Company, Doctrine of Lapse, British North America, Indian Mutiny, Scramble for Africa.

● **Activity 17:**

Write an essay to explain the role of East India Company in securing British control over India, using commercial and military strategies.

● **Activity 18:**

**Read the full text of “The White Man’s Burden” and answer the following questions:**

1. What is the historical background of Rudyard Kipling’s poem.
2. Analyze each of the 7 stanzas, a line by line.
3. Refer to direct racist statements within the poem.

4. Describe the link between this poem and British Imperialism.

● **Activity 19:**



1. Describe what you see in the Cartoon.
2. Analyze and interpret it using your acquired knowledge about mercantilism.
3. Write a paragraph, highlighting key principles of mercantilism.

**Activity 20:** Listen to the video and answer the following questions:

<https://www.youtube.com/watch?v=irAJcGwMb2I.>

1. How was East India India Company defined in the introduction?
2. What was its headquarters?
3. Was it the first overtrade company?
4. What were the main countries interested in building overseas trade

## **Lecture Six: The American Revolution**

### **Learning Objectives**

- Analyzing the link between Britain's post-war debt policies and resistance in the thirteen colonies.
- Discussing the role of taxation and intolerable acts.
- Analyzing the ideological influences of Paine's Common Sense, Locke's Natural Rights, and Great Awakening's individualism.
- Discussing economic and political effects.
- Tracing global ideological effects.

## Lecture Six:

### The American Revolution

Lecture Seven analyzes the American Revolution's origins—including taxation policies, post-war economic pressures, political oppression through the Intolerable Acts, and Enlightenment influences from Thomas Paine's *Common Sense* John Locke's philosophy, and the Great Awakening—together with its political, economic, social, and global ideological impacts, advancing module objectives in causal examination and key historical developments.

#### 1. The Roots Causes

The American Revolution (1775–1783) stemmed from escalating tensions between Britain and its thirteen colonies after the French and Indian War (1754–1763), as Parliament sought to tighten control over a population accustomed to salutary neglect (Morgan, 1975). Economic grievances fueled early resistance, while Enlightenment ideas provided intellectual ammunition for independence.

##### 1.1. Taxation, Post-war debt policies, and and Economic Burdens

Britain faced massive debt from the Seven Years' War, prompting Prime Minister George Grenville's 1764 Sugar Act (reducing molasses duties but enforcing collection) and 1765 Stamp Act taxing printed materials like newspapers and legal documents, igniting colonial cries of "no taxation without representation" since colonists lacked Parliament seats (Edling, 2009). The 1767 Townshend Acts imposed duties on glass, tea, and paper, funding royal governors, while the 1773 Tea Act, granting the East India Company a monopoly, sparked the Boston Tea Party; Britain's retaliatory Intolerable Acts closed Boston Harbor and quartered troops, uniting merchants and farmers against perceived economic strangulation.

## 1.2. Political Oppression and Intolerable Acts

Beyond economics, political subjugation rankled: the Proclamation of 1763 barred settlement west of Appalachia to appease Native allies, frustrating land-hungry Virginians, while Quartering Acts forced housing of British troops (Anderson, 2000). The Coercive (Intolerable) Acts of 1774 punished Massachusetts by revoking self-government, replacing elected councils with Crown appointees, and allowing trials in England—viewed as tyrannical overreach that galvanized the First Continental Congress, coordinating boycotts and militias.

## 1.3. Enlightenment and Political Ideology

### 1.3.1. Thomas Paine's Common Sense

Paine's 1776 pamphlet, selling 120,000 copies in months, demolished loyalty to George III as "the Royal Brute of Britain," arguing America's distance and population warranted independence, blending deist reason with biblical republicanism to sway artisans and farmers (Nelson, 2006).

### 1.3.2. John Locke's Political Philosophy

Locke's *Two Treatises of Government* (1689) posited natural rights to life, liberty, and property, with government as a social contract revocable via rebellion against tyranny—echoed in Jefferson's Declaration asserting kings had violated these, justifying revolution (Pangle, 1988).

### 1.3.3. Great Awakening

The religious revivals of the 1730s–1740s, led by Jonathan Edwards and George Whitefield, fostered egalitarian impulses challenging Anglican hierarchy, priming colonists for political dissent by emphasizing individual conscience over authority (Lambert, 1999).

## 2. Effects of the American Revolution

### 2.1. Political Effects

The 1783 Treaty of Paris recognized U.S. independence; the 1787 Constitution established federal republicanism with checks and balances, ratified 1788 amid Federalist-Antifederalist debates, influencing Latin American liberations.

### 2.2. Economic Effects

Independence dismantled mercantilism: states abolished primogeniture and entail, fostering land markets; treaty rights opened Mississippi navigation, spurring westward growth, though wartime inflation delayed prosperity until Hamilton's 1790s financial system (McCusker & Menard, 1991).

### 2.3. Social Effects

Slavery persisted despite rhetoric—northern gradual emancipation began, but southern planters entrenched it; Native displacement accelerated via land cessions; women gained republican motherhood roles but no suffrage, while religious disestablishment promoted pluralism.

### 2.5. Global Ideological Effects

The Revolution inspired France's 1789 upheaval, Haitian independence (1791), and Simon Bolivar's South American campaigns, exporting republicanism and challenging monarchies worldwide, though sparking conservative backlash.

### TD Exercise

- **Activity 21:**

Write an essay to analyze the roots of the American revolution, highlighting economic, political, and ideological factors.

● **Activity 22:**

Listen to the first video and answer the following questions

(<https://www.youtube.com/watch?v=Al22TPRcF0Q>):

1. What is the American Revolution?
2. Who ruled over the British Colonies?
3. On which products the taxations were placed?
4. Why were the taxations introduced?
5. What was the Americans' reaction to taxations?
6. What happened in the Boston Massacre?
7. How did King George III respond to the Boston Tea Party?
8. What was the objective of the First Continental Congress?
9. What was the name of the first battle fought in the American Revolution?
10. Who wrote the declaration of independence?
11. What was the name of the peace treaty which officially ended the American Revolution?

● **Activity 23:**

Listen to the second video and answer the following questions

(<https://www.youtube.com/watch?v=2jnhVKAKFLI>):

1. When and where did the Boston Tea Party take place?
2. How many chests of tea were dumped into the harbor?
3. What were the American Colonies protesting in the Boston Tea Party?
4. According to Americans, the taxations violated two principles, what were these principles?
5. What was the reaction of American colonists to taxes?
6. Did the British Parliament respond to American protests against taxes in 1773?
7. Why did the British Parliament refuse to repeal the tea tax?
8. Why did the three ships of the East India Company stand off the Boston Harbor?

9. Who boarded the three ships and unloaded tea into Boston Harbor, disguised as Mohawk Tribe Warriors?

10. What is the estimated value of the lost cargo?

11. How did the leader of Sons of Liberty, Samuel Adams, define Boston Tea Party?

12. How did the British Governor, Parliament, and the King view the Boston Tea Party?

● **Activity 24**

Make two presentations about:

**1. The Role of John Locke' Ideas in the American Revolution**

**2. The Role of Thomas Paine's Common Sense.**

## **Lecture Seven: The Westward Expansion**

### **Learning Objectives**

- Discussing Manifest Destiny's role as a justification of expansion.
- Examining economic, political, and social drivers of expansion.
- Analyzing key territorial expansions (Louisiana purchase, Texas annexation, Mexican session...)
- Assessing impacts on American Indians (trial of tears, reservation policies, resistance).

## Lecture Seven:

### Westward Expansion

This lecture surveys U.S. territorial acquisitions—the Louisiana Purchase (1803), Alaska Purchase (1867), Texas Annexation (1845), Mexican Cession (1848), and Spanish Cession/Florida Purchase (1819)—alongside Manifest Destiny's ideological drive and consequences for American Indians, supporting objectives in analyzing historical developments and their contributing causes.

#### 1. Louisiana Purchase (1803)

The Louisiana Purchase of 1803 doubled the size of the fledgling United States by acquiring a vast territory from France for \$15 million. Stretching from the Mississippi River eastward to the Rocky Mountains westward, and from the Gulf of Mexico southward to the Canadian border northward, the Louisiana Territory eventually formed part or all of 15 states. This landmark deal ranks among Thomas Jefferson's greatest achievements, fulfilling his ambitions for territorial expansion and Mississippi River control, besides avoiding extended French influence in American regions under the leadership of Napoleon—Napoleon wanted to get rid of Louisiana after he failed to deal with the Haitian Revolution that was led by self-liberated slaves against French colonial rule in Louisiana, in addition to some financial difficulties to support his wars with Britain.

#### 2. Alaska Purchase (1867)

Russia had offered to sell its North American territory, Alaska to the United States on several occasions, but the outbreak of the American Civil War in 1861 led to the postponement of discussions. The United States agreed to a proposal to purchase Alaska (1,518,800 square km) for 7.2 million Dollars, after Russia suffered heavy losses during the

Crimean War (1853-1856), believing that the United States would be a rival counterpart to Britain in the region.

### **3. Texas Annexation (1845)**

Texas declared independence from Mexico on March 2, 1836, and sought U.S. annexation that year, but both Democrats and Whigs rejected it to preserve the North-South balance of 13 free and 13 slave states, fearing slavery disputes and war with Mexico. However, Texas's diplomatic ties with Britain and France, plus its booming slave-based cotton economy from immigration incentives, alarmed U.S. expansionists. Annexation became a 1844 election issue, ratified December 29, 1845, propelling Texas to dominance in cotton, cattle, and later oil—but sparking the Mexican-American War (1846–1848).

### **4. Mexican Cession (1848)**

It is the region in the modern-day southwestern United States that Mexico ceded to the U.S. in the Treaty of Guadalupe Hidalgo in 1848 after the Mexican–American War. Mexico ceded California, Nevada, Utah, New Mexico, most of Arizona and Colorado, and parts of Oklahoma, Kansas, and Wyoming to the United States.

### **5. The Spanish Cession and Florida Purchase (1819)**

The Adams-Onís Treaty (also called the Transcontinental Treaty, Florida Purchase Treaty, or Florida Treaty) of 1819 between the U.S. and Spain ceded Florida to the United States and settled border disputes with New Spain by defining a clear western boundary. Spain, unable to maintain settlers or garrisons there, relinquished the territory—a diplomatic win for America—in exchange for the U.S. resolving claims by its citizens against Spain up to \$5 million, without a direct purchase price. This resolved longstanding tensions and advanced U.S. expansion.

## 6. American Indians and the Westward Expansion

U.S. westward expansion (1803–1890) devastated American Indians through forced removals like the 1830 Indian Removal Act's Trail of Tears, killing thousands of Cherokee and other southeastern tribes relocated to Oklahoma, while Manifest Destiny fueled settler influx via the Louisiana Purchase, gold rushes, and Homestead Act, sparking wars such as Little Bighorn (1876) and Wounded Knee (1890) that crushed Plains tribes like Lakota and Cheyenne (Ehle, 1988). Policies including the Dawes Act (1887) fragmented reservations, buffalo slaughter destroyed economies, and boarding schools erased cultures, reducing Native lands from vast territories to tiny holdings and populations from millions to 250,000 by 1900.

## 7. Manifest Destiny

Manifest Destiny was a 19th-century belief that the United States was divinely ordained to expand across North America from the Atlantic to the Pacific, coined by journalist John L. O'Sullivan in 1845 to justify annexing Texas and Oregon amid disputes with Mexico and Britain. Rooted in American exceptionalism, romantic nationalism, and racial superiority, it portrayed white settlers as agents of progress spreading democracy, Christianity, and capitalism while displacing Native Americans and annexing territories.

### TD Exercises

- **Activity 25:**

Study the following map (oral discussion) which illustrates U.S. westward expansion and write an essay about the most important events which have strengthened Americans' beliefs in the Manifest Destiny doctrine.



● **Activity 26:**

Make two presentations about:

1. The Impact of U.S. westward expansion and governmental policies on Native Americans.
2. American-Mexican War, its causes and impacts.

● **Activity 27:**

Listen to the following teaching video and answer the following questions

(<https://www.youtube.com/watch?v=AhdE1QXylxc>):

1. What is “Manifest Destiny”, according to the video?
2. When was the term first used and by whom?
3. Was the idea of “Manifest Destiny” new?

4. When did the notion become popular?
5. What were the political motivations of “Manifest Destiny”?
6. What were the economic motivations?
7. Which technological advances encouraged westward expansion?
8. What are the four (4) impacts mentioned in the video ?

## **Lecture Eight**

### **The American Civil War**

#### **Learning Objectives**

- Discussing the multifaceted slave debate, using opposing economic, political, social, and religious perspectives.
- Examining the impact of sectionalism and economic inequality.
- Assessing state' rights in pre-Civil War debates.
- Analyzing the rise of the Democratic and Republican parties.
- Analyzing the role of the abolitionist movement.
- Constructing a timeline of major events.
- Discussing the legacy of the civil war.

## **Lecture Eight:**

### **The American Civil War**

Lecture Eight traces the antecedents of the American Civil War—sectionalism, economic disparities, slavery debates, abolitionism, tariffs, states' rights, and Abraham Lincoln's emergence—alongside major events and enduring legacy, supporting module objectives on historical causation and conceptual analysis.

#### **1. The Road to the Civil War**

The American Civil War (1861–1865) stands as one of the deadliest conflicts in U.S. history, pitting the North against the South. It erupted when Confederates fired on Fort Sumter in South Carolina soon after Abraham Lincoln's presidential election. While slavery was a central factor, historians point to additional underlying causes fueling the divide.

#### **1.3. Sectionalism and Economic Differences**

In the 19th century, stark divides separated the industrializing, urban North from the agrarian South. Northern economies shifted from farming to manufacturing, drawing workers to cities like New York, Philadelphia, and Boston, while the South depended on slave-based agriculture. The North, bolstered by high birthrates and immigration, grew more populous; westward expansion intensified tensions, as each new state sparked battles over free versus slave status, heightening Southern fears of losing political power (McPherson, 1988).

#### **1.4. The Role of the Abolitionist Movement and Slavery Debate between the North and the South**

The abolitionist movement (c. 1830–1870) was an organized campaign to eradicate U.S. slavery, drawing tactics from British successes in the 1830s. Rooted in religious fervor, it evolved into a polarizing political force, sparking fierce debates, violence, and contributing to the Civil War (Harrold, 2010).

Abolitionist literature—novels, stories, poems, plays, and spirituals—exposed slavery's cruelties and galvanized opposition nationwide. Harriet Beecher Stowe's 1852 novel *Uncle Tom's Cabin*, depicting slave Tom versus brutal owner Simon Legree, swayed Northern and European opinion against slaveholders; Southerners dismissed it as biased propaganda. Lincoln reportedly called Stowe "the little woman who wrote the book that started this Great War." Other works include "*The Color Purple*", "*An Occurrence at Owl Creek Bridge*," and "Impending Crisis of the South".

Southern pro-slavery advocates suppressed abolitionism, warning of economic ruin: cotton, tobacco, and rice industries would collapse without slave labor. They predicted chaos—unemployment, uprisings, and anarchy—citing the French Revolution, while claiming racial inferiority (even pseudoscientifically), historical precedent (Greeks, Romans, Bible), and divine benefits like Christianizing Africans (e.g., John C. Calhoun's views or Kipling's "White Man's Burden"). Slaves, they argued, fared better than European poor or Northern workers, with owners providing lifelong care.

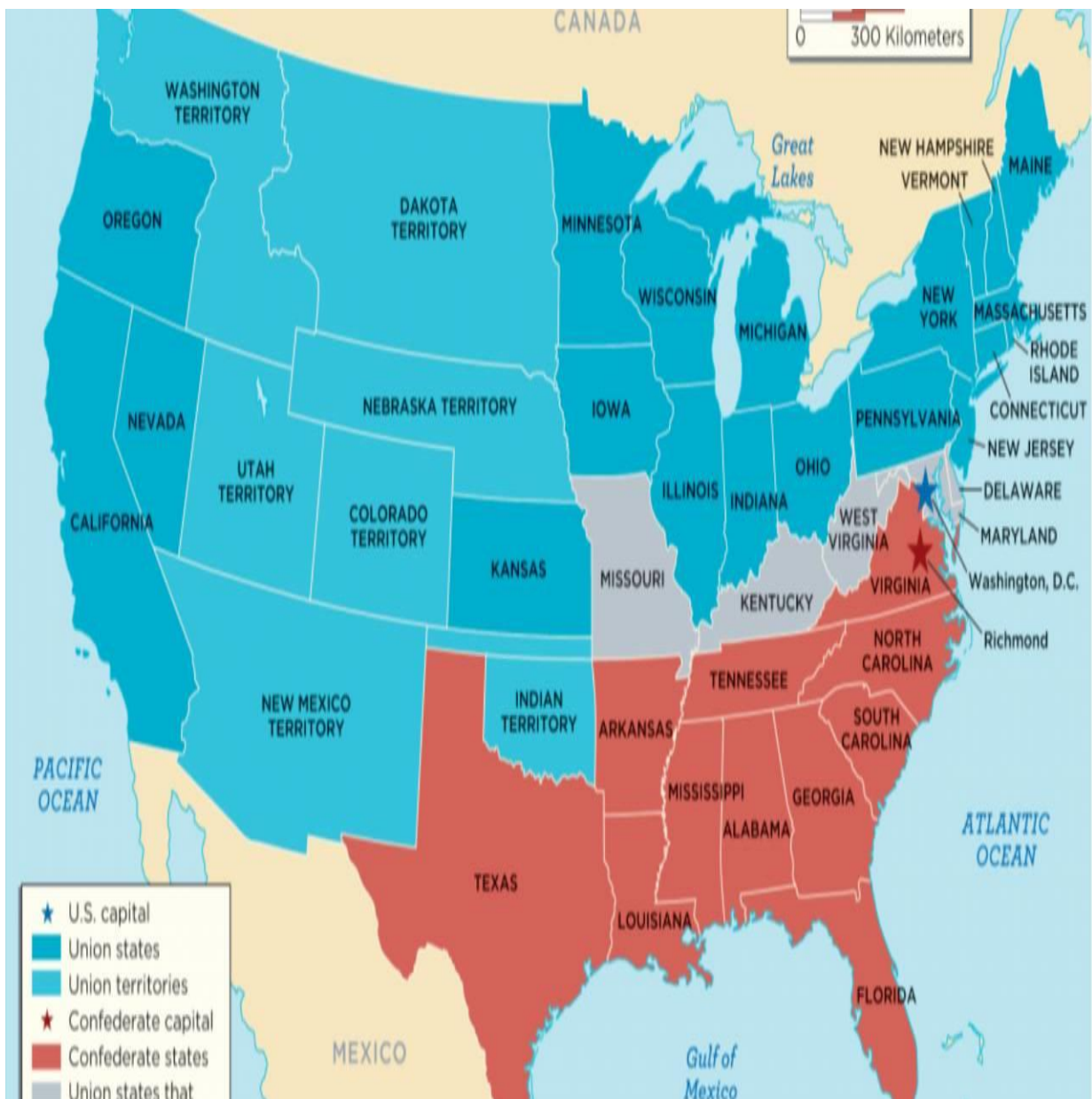
### **1.5. Tariffs, and State Rights' Debate**

Southern states championed states' rights to determine slavery within their borders, a debate rooted in the Constitution's federal-state power balance. They viewed federal overreach as eroding their autonomy, with tensions escalating over tariffs: Southerners resented congressional taxes on European trade as threats to their prosperity and sought to nullify them (Freehling, 1965).

### **1.5. The Emergence of Abraham Lincoln**

Former Whig Congressman Abraham Lincoln emerged as a top Republican presidential candidate after narrowly losing the 1858 Illinois Senate race to Democrat Stephen A. Douglas, where he warned against the "Slave Power" threat to republicanism and the

Founders' creed that "all men are created equal," while Douglas defended popular sovereignty—letting territories decide slavery—and accused Lincoln of abolitionist ties. Lincoln took a moderate stance, opposing slavery's spread to territories but not its end in slave states already. After his 1860 election win, South Carolina seceded on December 20, followed by six more states forming the Confederacy's provisional government in Montgomery, Alabama by February 1861; secessionists justified it via states' rights as voluntary union entry, while a Washington peace conference failed to halt the crisis, with other slave states staying out. The states which abandoned the union are illustrated in the following map:



## The Legacy of the Civil War

The Civil War abolished slavery (13th Amendment, 1865), preserved the Union, and centralized federal power, but left racial divides fueling Jim Crow and Civil Rights struggles into the 1960s (McPherson, 1988). It killed 620,000 (2% population), devastated the South economically, and inspired global rights movements despite KKK backlash.

### TD Exercise

- **Activity 28:**

Write an essay to analyze the slavery debate between the North and the South, referring to their contrasting political, economic, and moral arguments.

- **Activity 29:**

Make a presentation about:

The Role of the Abolitionist Movement in the American Civil War.

- **Activity 30:**

Listen to the following teaching video and answer the following questions

(<https://www.youtube.com/watch?v=ONCREEs9Qy0>).

1. What was the other name given to the American Civil War?
2. What was the U.S. Civil War?
3. What was the central cause of the war, according to the video?
4. What was the most profitable crop which depended on enslaved people in the south?
5. What was the second cause which led to the war?
6. What were the economic differences between the North and the South?
7. What were the compromises made previously to balance free and slave states?
8. When and where did violent confrontations between pro-slavery and anti-slavery settlers take place, leading to bloody skirmishes?

9. What was the U.S. supreme court decision which outraged colonists and inflamed the north in anger?

10. When and where did Southerners open fire, officially starting the civil war?

## **Lecture Nine**

### **The Reconstruction Era**

#### **Learning Objectives**

- Discussing the objectives and policies of the Reconstruction Era.
- Understanding federalism and state's rights through studying southern responses.
- Examining the role of the U.S. Supreme Court during the Reconstruction Era.
- Mapping U.S. judicial hierarchy using specific slavery cases.
- Understanding the "impeachment of the president".
- Assessing the success and failures of Reconstruction policies.
- Analyzing the 13<sup>th</sup>, the 14<sup>th</sup>, and the 15<sup>th</sup> amendments as primary sources.

## Lecture Nine:

### The Reconstruction Era

This lecture explores the Reconstruction Era's historical backdrop, pivotal amendments (13th, 14th, 15th), Reconstruction Acts, Southern resistance through Black Codes and Jim Crow laws, and the U.S. Supreme Court's influence, advancing objectives in dissecting post-war reforms and their societal ramifications.

#### 1. Historical Background

The Reconstruction era (1865—77) refers to the period that followed the American Civil War in which attempts were made to : (1) deal with the inequities of slavery and its political, social, and economic legacy in order to improve the situation of African American ; and (2) address the issue of the readmission to the Union of the 11 states that had seceded during the American Civil War.

Even before the Civil War ended, President Lincoln initiated restoration efforts. On January 1, 1863, he issued the Emancipation Proclamation, paving the way for slavery's abolition. On December 8, 1863, his Proclamation of Amnesty and Reconstruction offered pardons to Confederates in Union-occupied areas who pledged loyalty to the Constitution and Union. This led to his Ten Percent Plan, allowing a Southern state readmission once 10% of its voters swore allegiance to the Union.

Following the assassination of President Lincoln in April 1865, Vice President Andrew Johnson, a Southern Democrat, assumed the Presidency. The new president adopted the Lincoln Reconstruction plans, but he was criticized by the Radical Republicans in Congress for being too lenient on the South.

#### 2. The Reconstruction Amendments

##### 2.1. The Thirteen Amendment

The 13th Amendment is remembered as the one which formally ended slavery in the United States ; however, it did not grant the freed slaves any citizenship. It stated that :

#### AMENDMENT XIII

##### **Section 1.**

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction"..

##### **Section 2.**

"Congress shall have power to enforce this article by appropriate legislation".

## **2.2. The Fourteen Amendment**

It granted citizenship and equal civil and legal rights to African Americans and slaves who had been emancipated after the American Civil War, stating that :

#### Amendment XIV

##### **Section 1.**

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws".

### 2.3. The Fifteen Amendment

It reaffirmed voting rights for African American and denounced many southern states laws which were passed to abridge voting rights through, for example, enforcing difficult literacy tests or questioning previous condition of servitude for blacks, stating that:

#### Amendment XV

##### **Section 1.**

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude".

##### **Section 2.**

"The Congress shall have power to enforce this article by appropriate legislation".

### 2. The Reconstruction Acts

The Reconstruction Acts, also known as the Military Reconstruction Acts, were a set of laws enacted by a Congress controlled by Radical Republicans, who held near-total sway over post-Civil War Southern reconstruction policies. These Republicans wielded enough influence to override vetoes from President Johnson (Foner, 1988).

Enacted between 1867 and 1868, the four statutes outlined conditions for readmitting former Confederate states to the Union. Key provisions included the following:

- Dividing the seceded states into five military districts.
- Granting military commanders in each district authority to remove state officials.
- Requiring each state to draft a new constitution, subject to Congressional approval.

- Mandating ratification of the 14th Amendment (passed June 13, 1866, granting citizenship to all persons born in the U.S.) before readmission.

N. **B:** President Andrew Johnson used his veto to stop the passage of Reconstruction Acts, but he was each time overridden by the majority of Republican who dominated the American Congress at that time. The House of Representatives, annoyed at the stubborn and inflexible attitude of the President and his constant interference, decided to impeach President Andrew Johnson in 1868—i.e., to accuse and put him into a trial which may end by removing him from the office of presidency.

### **3. Southerners' Response: Racial Segregation**

After the United States abolished slavery, Black Americans continued to be marginalized through enforced segregated and diminished access to facilities, housing, education—and opportunities.

#### **4.1. Black Codes**

The Black Codes marked the initial move toward formal segregation in the South, emerging as restrictive laws around 1865. These state and local measures regulated formerly enslaved people's work conditions, wages, residency, travel, and even allowed seizure of their children for labor—effectively imposing a new servitude, stripping voting rights, and limiting freedoms (Wilson, 1965).

#### **4.2. Jim Crow Laws**

Jim Crow laws enforced racial segregation across the South from the end of Reconstruction in 1877 until the civil rights movement of the 1950s. They mandated separate housing, schools, public facilities, and services for Black people, with violators facing arrests,

finances, imprisonment, violence, or death—often at the hands of groups like the Ku Klux Klan. The KKK spearheaded white Southern opposition to Reconstruction-era Republican policies through terror campaigns targeting Black and white Republican leaders, vandalizing Black schools, and launching nighttime attacks on Black communities (Woodward 1951).

#### 4. The Role of the American Supreme Court

The Court undermined Reconstruction: Slaughter-House Cases (1873) gutted 14th Amendment privileges; U.S. v. Cruikshank (1876) voided gun rights for Blacks; Plessy v. Ferguson upheld segregation; post-1877 rulings like Civil Rights Cases (1883) struck federal anti-discrimination laws, enabling Jim Crow until Brown v. Board (1954) reversed Plessy.

#### TD Exercises

- **Activity 31:**

**Read the following passage and answer the question below.**

Section 1.

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude”.

1. Identify this primary source. When was it introduced and for what purpose(s)?
2. Refer to the historical background behind its introduction.
3. Explain further how the voting right was abridged according this passage.

4. According to you, did it succeed at establishing political equality between races?

Justify your answer.

**Activity 32:** Write an essay to explain how Southern states used their local State Legislature to legally abridge blacks' civil rights and liberties.

**Activity 33:** Write a well-developed essay to compare and contrast between Jim Crow Laws and Black Codes.

## **Lecture Ten: U.S. Government**

### **Learning Objectives**

- Distinguishing national powers and state powers.
- Examining legislative functions.
- Examining executive functions.
- Examining judicial functions.
- Discussing the system of checks and balance across legislative, executive, and judicial branches.

## **Lecture Ten:**

### **U.S. Government**

The lecture delineates U.S. federalism (national versus state powers), the system of checks and balances, and the functions of the legislative, executive, and judicial branches, reinforcing objectives in understanding governmental structures and their historical-political contexts.

#### **1. Founding Principles:**

##### **1.1. Federalism**

Federalism splits power between the national government and states. The national government handles big issues like defense, trade between states, and money, listed in Article I, Section 8 of the Constitution (Madison, 1788). States control local matters like schools and police under the 10th Amendment. Federal law wins if they conflict, per the Supremacy Clause, but states can challenge through courts, as in *McCulloch v. Maryland* (1819).

##### **1.2. System of Checks and Balance**

Checks and balances stop any branch from getting too strong. Congress can override a presidential veto with two-thirds vote and impeach presidents. The president vetoes bills and nominates judges. Courts strike down bad laws via judicial review from *Marbury v. Madison* (1803). James Madison called it making "ambition counteract ambition" (Madison, 1788).

##### **1.3. Popular Sovereignty:**

Government authority derives from the people, who consent through elections and representation, as in "We the People".

##### **1.4. Limited Government:**

It restricts rulers to enumerated powers under the Constitution and rule of law, preventing tyranny via the Bill of Rights.

### **1.5. Separation of Powers:**

It divides authority among legislative (makes laws), executive (enforces laws), and judicial (interprets laws) branches.

### **1.6. Republicanism:**

It favors representative government over direct democracy, emphasizing civic virtue and elected officials.

### **1.7. Individual Rights:**

This principle protects personal liberties (speech, religion, etc.) from government infringement, primarily via the Bill of Rights.

## **2. Government Structure:**

### **● The Legislative Branch**

Congress makes laws in two houses: House of Representatives (435 members by population, 2-year terms) starts money bills; Senate (100 members, 2 per state, 6-year terms) approves treaties and judges. They declare war, tax, and oversee the executive through committees (Brock, 1968).

### **● The Executive Branch**

The president leads the executive, elected every 4 years via Electoral College. Duties include enforcing laws, commanding the military, making treaties (with Senate OK), and appointing officials. Veto power checks Congress; impeachment is the check on presidents (Neustadt, 1990).

### **● The Judicial Branch**

Article III sets up the Supreme Court and lower courts with lifetime jobs for independence. The Supreme Court reviews appeals and can declare laws unconstitutional. Nine justices decide key cases like rights and powers; lower courts handle most trials.

### **TD Exercise**

- **Activity 34:**

In a well-developed essay, explain the system of checks and balance, illustrating with examples from the judicial branch, the executive branch, and the judicial branch.

## Suggested Tests and Exams

**1. Prerequisite Test 01:**

Level : Second Year	<b>Diagnostic Test in</b>	Teacher: Dr. Messikh
	<b>Civilization</b>	Duration : 1h30

**Task 1: Tick the correct answer****1. Which islands make up the United Kingdom today?**

- A. England, Scotland, Wales, and Northern Ireland
- B. England, Ireland, and Scotland
- C. England, Wales, and the Channel Islands
- D. England, Scotland, and the Isle of Man

**2. What is the capital city of the United Kingdom?**

- A. Manchester
- B. Dublin
- C. London
- D. Edinburgh

**3. Who were the earliest known inhabitants of Britain before the arrival of the Celts?**

- A. Romans
- B. Iberians
- C. Picts
- D. Normans

**4. The Celts migrated to Britain around which period?**

- A. 500 BC
- B. 43 AD
- C. 871 AD
- D. 1066 AD

**5. Which Roman emperor first invaded Britain in 43 AD?**

- A. Julius Caesar
- B. Nero
- C. Claudius
- D. Augustus

**6. What did the Romans build to defend northern Britain from invasions?**

- A. London Bridge
- B. The Colosseum
- C. Hadrian's Wall
- D. The Tower of London

**7. Which groups invaded Britain after the Roman withdrawal?**

- A. Vikings and Normans
- B. Scots and Picts
- C. Angles, Saxons, and Jutes
- D. Franks and Lombards

**8. The Anglo-Saxons established several small kingdoms known collectively as what?**

- A. Heptarchy
- B. Monarchy

- C. Triumvirate
- D. Confederation

**9. From which region did the Vikings originate?**

- A. Iberian Peninsula
- B. Scandinavia
- C. North Africa
- D. Central Europe

**10. The Norman Conquest was led by which figure?**

- A. Harold Godwinson
- B. William the Conqueror
- C. Edward the Confessor
- D. Alfred the Great

**11. Which battle marked the victory of the Normans over the Anglo-Saxons in 1066?**

- A. Battle of Hastings
- B. Battle of York
- C. Battle of Agincourt
- D. Battle of Bannockburn

**12. What was the primary social and economic system of medieval England?**

- A. Industrialism
- B. Feudalism
- C. Capitalism
- D. Imperialism

**13. Who signed the Magna Carta in 1215?**

- A. William I
- B. Henry III
- C. Richard I
- D. King John

**14. Which Tudor monarch established the Protestant Church of England?**

- A. Henry VII
- B. Henry VIII
- C. Edward VI
- D. Elizabeth I

**15. What was the religion of Mary I, daughter of Henry VIII?**

- A. Protestant
- B. Catholic
- C. Puritan
- D. Lutheran

**16. The long reign of Elizabeth I (1558–1603) is often called what?**

- A. The Golden Age
- B. The Iron Age
- C. The Restoration
- D. The Enlightenment

**17. The English Civil War (1642–1651) was mainly fought between which groups?**

- A. Monarchists and Parliamentarians
- B. Catholics and Protestants
- C. England and France

D. Serfs and nobles

**18. Who ruled as Lord Protector after the execution of Charles I?**

- A. James I
- B. Oliver Cromwell
- C. Charles II
- D. George I

**19. Which event in 1688 brought William and Mary to the English throne?**

- A. The Glorious Revolution
- B. The Magna Carta
- C. The War of the Roses
- D. The Industrial Revolution

**20. The Acts of Union in 1707 united which two kingdoms?**

- A. England and Wales
- B. England and Ireland
- C. England and Scotland
- D. Scotland and Ireland

**21. The United States today is composed of how many states?**

- A. 48
- B. 50
- C. 52
- D. 46

**22. Who is credited with discovering America in 1492?**

- A. Ferdinand Magellan

B. Christopher Columbus

C. Amerigo Vespucci

D. John Cabot

**23. Which European country sponsored Columbus's voyage across the Atlantic?**

A. Spain

B. Portugal

C. England

D. France

**24. What was the first permanent English colony in North America?**

A. Plymouth

B. Jamestown

C. Roanoke

D. New York

**25. In 1620, the Pilgrim Fathers landed at which place?**

A. Jamestown

B. Plymouth Rock

C. Charleston

D. Cape Cod

**26. Which ship carried the Pilgrim Fathers to the New World?**

A. Santa Maria

B. Mayflower

C. Endeavour

D. Discovery

**27. The early English colonies were located mainly along which coast?**

- A. Pacific
- B. Atlantic
- C. Gulf
- D. Western

**28. What economic system tied the American colonies to Britain?**

- A. Mercantilism
- B. Capitalism
- C. Feudalism
- D. Industrialism

**29. Enslaved Africans were brought mainly to work on which types of plantations?**

- A. Sugar, tobacco, and cotton
- B. Wheat, rice, and corn
- C. Tea, coffee, and spice
- D. Olive and grape

**30. Which document declared the independence of the thirteen colonies in 1776?**

- A. The Constitution
- B. The Bill of Rights
- C. The Declaration of Independence
- D. The Federalist Papers

## 2. Prerequisite Test 02:

### Prerequisite Test 02

**Task 1: Explain briefly only two (2) of the following: (2.5pt X 2 )**

Absolute Monarchy - Stuarts - Norman Britain - Celts -  
Glorious Revolution

Magna Carta - Bill of Rights - Oliver Cromwell - Charles I Personal Rule

- .....
- .....

**Task 2: Answer the following questions: (8 pts)**

**Q1: Analyze the factors that motivated the English settlements in North America, including Jamestown and Plymouth? (2.5 pt)**

.....  
.....  
.....  
.....

**Q2: Discuss the consequences of the Norman Conquest of England 1066. (2.5 pt)**

.....  
.....  
.....

**Q3: In what way did the Glorious Revolution shape the development of constitutional monarchy and parliamentary democracy in Britain? (2.5 pt)**

.....  
.....  
.....  
.....

**Task 3: Write a short, but well-structured paragraph about one of these topics (7 pts)**

**Topic A:** Evaluate the political and social impacts of the Magna Carta in England.

**Topic B:** Explain how the American Revolution reflect broader tensions between authority and popular sovereignty. In what ways did this conflict redefine governance and rights.

**Topic:** A...../B...

.....  
.....  
.....  
.....

### 3. Test 01:

#### Test 01:

**Question:** Write a well-detailed essay about one of the following topics:

**Topic 1:**

Read the following passage and write a well-developed essay on the specific historical background of India and the driving ideological claim which are referred to by this quotation:

**“It is this consciousness in the inherent superiority of the European which has won for us India. However, well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.”**

By Lord Kitchener

**Topic 2:**

Explain how the Industrial Revolution in Britain increased the gap between the rich and the poor, using a Marxist perspective.

**Topic: A or B**

.....

.....

### 3. Test 02:

#### Test 02:

**Question:** Write a well-developed essay about one of the following topics:

**Topic 1:**

Explain the role of the French Revolution and American War of Independence in pushing parliamentary reform acts in Britain.

**Topic 2:**

Explain the contradictory nature of the capitalist system, using a Marxist perspective.

**Topic: A or B**

.....

.....

.....

**4. Test 03:**

**Test 03:**

**Question:**

Write a well-detailed essay to explain the working class deep resentment towards the Corn Laws which were enacted in 1815 and describe their response.

**Essay**

.....

.....

.....

**5. Test 4:**

**Test 04:**

**Question:**

The American dream suggests the USA to be the land of equal opportunities and the ground for economic success regardless of origin, race, and social class. Explain in an essay the role of governmental policies in encouraging investment and business to make the move from poverty to prosperity possible, illustrating with examples of notable successful businessmen during the Second Industrial Revolution.

**6. Test 05**

Test 05:

**Question : Choose Topic A, or B**

**Topic A:**

Write a well-detailed essay to discuss the role of Mass Production and the Moving Assembly Line in the Second Industrial Revolution in the USA.

**Topic B:**

Explain, in a well-structured essay, how businessmen such as D. Rockefeller and Cornelius Vanderbilt used the tactics of integration to monopolize their industries.

**Topic .....**

.....

.....

.....

.....

**7. Test 06:**

**Test 06:**

**Topic B:**

For almost a century, African Americans turned to the American Supreme Court in their struggle to end many inequities in the society. Discuss the role and evolution of the American Supreme Court to legally end racial segregation in the USA, illustrating with examples

**Essay**

.....

**8. Test 07:**

**Topic B:**

In a relatively short period of seventy years, the United States expanded dramatically from a modest seaboard settlement facing the Atlantic Ocean into a massive transcontinental entity through purchasing some territories and annexing many others. Write an essay to discuss, at least, three main annexations which, according to you, contributed the most to the economic and geopolitical growth of the USA.

**Essay:**

.....

.....

.....

**9. Exam 01 (with suggested answers):**

**Exam 1**

**Task 1:** Circle the correct answer: (0.5pt X 6 )

**Q1: The doctrine of “ Separation of Powers” was formulated by the French philosopher:**

**A:** Montesquieu

**B:** Voltaire

**C:** René Descartes

**Q2: Deism, which spread during the Age of Reason, emphasized that God:**

<b>A:</b> Does not exist	<b>B:</b> Created the universe, but does not intervene afterward	<b>C:</b> Reveals Himself through prophets and miracle. He also intervenes in human affairs.
<b>Q3: The early modern era (15<sup>th</sup> c -18<sup>th</sup> c) includes two intellectual movements:</b>		
<b>A:</b> Dark Ages and the Age of Reason	<b>B:</b> The Renaissance and European Enlightenment	<b>C:</b> Classical antiquity and the Renaissance
<b>Q4: Chartists used which method to campaign for reforms?</b>		
<b>A:</b> Petition and mass meeting	<b>B:</b> Armed rebellion	<b>C:</b> Political lobbying by aristocrats
<b>Q5: Which transport innovation helped fuel the Industrial Revolution in Britain?</b>		
<b>A:</b> Railways	<b>B:</b> Subways	<b>C:</b> Airplanes
<b>Q6: The term “ Proletariat” refers to:</b>		
<b>A:</b> Industrial working-class	<b>B:</b> Wealthy landowners	<b>C:</b> Factory owners

**Task 2:** Write a short, but well-developed essay discussing four major problems in the old parliamentary system in Britain during the 19<sup>th</sup> century.

.....

.....

.....

## Suggested Answers

### **Task 1: (0.5pt X 6)**

<b>Q1: The doctrine of “ Separation of Powers” was formulated by the French philosopher:</b>		
<b>A:</b> Montesquieu (0.5 pt)		
<b>Q2: Deism, which spread during the Age of Reason, emphasized that God:</b>		
		<b>B:</b> Reveals Himself through prophets and miracle. He also intervenes in human affairs. (0.5 pt)
<b>Q3: The early modern era (15<sup>th</sup> c -18<sup>th</sup> c) includes two intellectual movements:</b>		
	<b>B:</b> The Renaissance and European Enlightenment (0.5 pt)	
<b>Q4: Chartists used which method to campaign for reforms?</b>		
<b>A:</b> Petition and mass meeting (0.5pt)		
<b>Q5:Which transport innovation helped fuel the Industrial Revolution in Britain?</b>		
<b>A:</b> Railways (0.5 pt)		
<b>Q6: The term “ Proletariat” refers to:</b>		

<b>A: Industrial working-class</b>  (0.5 pt)		
--	--	--

## **Task 2: (10pts )**

### **Content (8 pts)**

The student needs to cover, at least, 4 major problems in the body of the essay (0.5 pt for mentioning the problem only, and 1.5 for explaining it fully)

- **Limited Suffrage** (2 pts): In 1800, voting was still a privilege not a right, and only 4% of the population could vote.
- This excluded of course women, Catholics and slaves. Furthermore, the 4% of the population who were allowed to vote were chosen according to some property qualifications which imposed a minimum amount of wealth to enjoy voting rights.
- **Unequal Distribution of Seats (Rotten and Pocket Boroughs) + Spread of Corruption** (2pts): The term “rotten” was used in the eighteenth century to mean that the borough had a small electorate. The word rotten has the connotation of corruption and decline. The problem was that rotten boroughs worked well in the beginning when cities flourished, but its boundaries were not updated when they became depopulated or even deserted. While the rotten borough has the connotation of corruption, pocket borough has the connotation of money and wealth. It was controlled by owners who possessed at least half of the town. A wealthy patron, for example, would simply buy as many houses as possible and install in them his own loyal tenants to vote for the man they agreed on. This was made easy because there was no secret ballot which meant that those who refused to

vote for the man agreed on were simply dismissed from their jobs or forced out of the rented houses.

- **No Secret Ballot** (2 pts): The fact of having no secret ballot threatened the working class's very livings as they were intimidated by their employers who usually used their position to threaten them to lose their jobs if they chose to vote for other candidates. Those employers usually checked this through sending spies during the open elections.
- **No payment of MPs** (2 pts): In addition to the previous obstacles, lower classes, who were preoccupied in struggling to sustain their poor families, found it unattractive to waste their time on parliamentary elections, especially that Members of Parliaments were not paid for representing people in parliament .
- **Spread of Corruption and Illegal Practices** (2 pts): Wealthy individuals often "bought" seats in Parliament through "rotten boroughs," where very few voters controlled elections. Votes were frequently secured by bribing electors and manipulating small unrepresented constituencies.
- **Veto of House of Lords** (2 pts): The House of Lords' veto was a significant obstacle to extending suffrage in Britain. Before the Parliament Act of 1911, the Lords had the power to block or reject reform bills passed by the elected House of Commons.

Form (2 pts)

The student has to respect essay writing rules. There should be an introduction, a body, and a conclusion. The introduction should introduce the topic smoothly and end up by a clear thesis statement that corresponds with the essay's question. Each body paragraph should include a relevant topic sentence, supporting sentences to explain and illustrate the controlling idea, and

a concluding sentence. Coherence and unity should be respected throughout the essay, with correct English, proper use of punctuation, and suitable choice of words.

**10. Exam 2 (with suggested answers):**

<b>Exam 2</b>		
<b>Task 1:</b> Circle the correct answer: (0.5pt X 6)		
<b>Q1: The Industrial Revolution in Britain began in which industry?</b>		
<b>A:</b> Textiles	<b>B:</b> Iron and steel manufacturing	<b>C:</b> Shipbuilding
<b>Q2: Which of the following is NOT a characteristic belief of Deism?</b>		
<b>A:</b> Reliance on human reason over revelation	<b>B:</b> Acceptance of miracles as evidence of God's presence.	<b>C:</b> God as the only rational creator
<b>Q3: Which philosopher is most famously associated with the concept of "natural rights"?</b>		
<b>B:</b> Voltaire	<b>A:</b> John Lock	<b>C:</b> Immanuel Kant
<b>Q4: Which invention greatly accelerated textile production during the Industrial Revolution?</b>		
<b>A:</b> Steam locomotive	<b>B:</b> C: Spinning Jenny	<b>B:</b> Telegraph
<b>Q5: Why were rotten boroughs considered problematic?</b>		
<b>A:</b> They underrepresented	<b>B:</b> They overrepresented	<b>C:</b> Too many qualified

growing industrial cities	rural areas.	candidates
<b>Q6: The People's Charter of 1838 included which of the following demands?</b>		
<b>A:</b> Annual parliaments and secret ballots.	<b>B:</b> Immediate end to industrialization	<b>C:</b> Voting rights only for landowners

**Task 2:**

**Write a short, but well-structured essay to discuss the political, economic, and intellectual factors which contributed to the emergence of the Industrial Revolution in Britain.**

.....

.....

.....

.....

**Suggested Answers:**

**Task 1:** Circle the correct answer: (0.5pt X 6 )

<b>Q1: The Industrial Revolution in Britain began in which industry?</b>		
<b>A:</b> Textiles (0.5 pt)		
<b>Q2: Which of the following is NOT a characteristic belief of Deism?</b>		

	<p><b>B:</b> Acceptance of miracles as evidence of God’s presence.</p> <p>(0.5 pt)</p>	
<p><b>Q3: Which philosopher is most famously associated with the concept of “natural rights”?</b></p>		
	<p><b>A:</b> John Lock (0.5 pt)</p>	
<p><b>Q4: Which invention greatly accelerated textile production during the Industrial Revolution?</b></p>		
	<p><b>B: C:</b> Spinning Jenny (0.5 pt)</p>	
<p><b>Q5: Why were rotten boroughs considered problematic?</b></p>		
	<p><b>B:</b> They overrepresented rural areas. (0.5 pt)</p>	
<p><b>Q6: The People's Charter of 1838 included which of the following demands?</b></p>		
<p><b>A:</b> Annual parliaments and secret ballots. (0.5 pt)</p>		

**Task 2: (10 pts)**

**Content (8 pts)**

The student needs to cover political, economic and intellectual factors in the essay’s body.

- **Political Factors: The Role of Political Stability** 2 pts (0.5 for mentioning it only, and 1.5 for explaining it fully):

Unlike many other nations experiencing turmoil, Britain maintained a relatively stable government and social order, which provided a predictable environment for long-term investments. Moreover, political stability reduced the risks of social unrest and disruptions, fostering confidence among domestic and foreign investors, which was essential for financing industrial expansion. Stability allowed for the establishment of strong legal frameworks protecting property rights and enforcing contracts, encouraging innovation and entrepreneurship.

- **Economic Factors:** The student needs to refer, at least, to three different economic factors,:

1. **The Availability of Natural Resources** (0.5 for mentioning it + 0.5 pt for explaining it)

Key among these economic factors was the abundance of natural resources such as coal and iron, which provided cheap and essential energy and materials for manufacturing and infrastructure.

2. **The Role of the Agricultural Revolution** (0.5 for mentioning it + 0.5 pt for explaining it)

Britain's agricultural revolution increased food production, freeing labor for industrial work while supporting a growing population and urban workforce.

3. **The Existence of a Developed Banking System** (0.5 for mentioning it + 0.5 pt for explaining it)

Britain's well-developed banking system and capital markets facilitated investment in factories, machinery, and innovation.

● **Intellectual Factors** (3 pts): There are three key points that should be referred to:

1. **The spread of the concept of Laissez-faire:** (0.5 for mentioning it + 0.5 pt for explaining it)
2. **The Free Trade, Free Market, and Free Economy:** (0.5 for mentioning it + 0.5 pt for explaining it)

Concepts of “Free market” and “Laissez-faire” were strongly influenced by classical economic thinkers such as Adam Smith, whose "The Wealth of Nations," published in 1776 just as the Industrial Revolution was beginning, laid the intellectual foundation for free-market capitalism. Smith advocated for minimal government interference in markets, emphasizing the role of the invisible hand in promoting economic efficiency and growth, emphasizing individual rights

3. **The Role of the Enlightenment:** (0.5 for mentioning it + 0.5 pt for explaining it)

The Enlightenment fostered a culture of scientific inquiry, innovation, and practical problem-solving, leading to numerous technological advances essential for industrial growth.

**Form (2 pts)**

The student has to respect essay writing rules. There should be an introduction, a body, and a conclusion. The introduction should introduce the topic smoothly and end up by a clear thesis statement that corresponds with the essay’s question. Each body paragraph should include a relevant topic sentence, supporting sentences to explain and illustrate the controlling idea, and a concluding sentence. Coherence and unity should be respected throughout the essay, with correct English, proper use of punctuation, and suitable choice of words.

**11. Exam 03 (with suggested answers):**

**Exam 3**

**Task 1: Explain briefly only two (2) of the following: (1.5pt X 2 )**

Social Darwinism      Mercantilism      Balance of Power      Dominion  
British Raj              Chartism              Liberalism              Civilizing Mission

- .....
- .....

**Task 2: Answer the following questions: (4 pts)**

**Q1:** What was Britain's main motivation behind the colonization of the Caribbean Islands (British West Indies)? **(1pt)**

.....

**Q2:** What is the difference between the colony and the protectorate in terms of the directness and strictness of the British rule? **(1.5pt)**

.....  
.....  
..

**Q3:** Explain why Britain was interested in having colonies in all the continents in relation with the principle of Balance of Power. **(1.5pt)**

.....

.....

**Task 3:** Locate in the map these former British Empire's territories, indicating whether they have been colonies (C), dominions (D), mandates (M), or protectorates (P).

**Example: Canada (D) (5pts)**

New Zealand (1907-1947), Hong Kong (1841-1941), Palestine (1920-1948), India (1858-1947) Bahamas(1718-1964)



**Task 4:** Write a well-structured paragraph about one of these topics

**(8pts)**

**Topic A:** The rise of parliamentary democracy in Britain was a slow gradual process, during the 19<sup>th</sup> and early 20<sup>th</sup> centuries, in which passing reform acts was the final resolution to avoid possible serious internal conflicts with the outraged working class and the newly-emerged middle class, discuss illustrating with examples of motivating pressure forces for change.

**Topic B:** Discuss at least three main defects in the British parliamentary system of the 19<sup>th</sup>



**Dominion:**

Suggestion 1: The status, prior to 1939, of each of the British Commonwealth countries of Canada, Australia, New Zealand, the Union of South Africa, Eire, and Newfoundland.

Suggestion 2: Autonomous communities within the British Empire, equal in status” in no way subordinate one to another in any aspect of their domestic or external affairs.

Suggestion 3: A form of (British) imperialism in which the country enjoys self-governance including the legislative and judicial powers while acknowledging the British Monarch as the Head of State.

British Raj: The British rule and government of India, Pakistan, and Afghanistan during the period from 1858 to 1947.

**Chartism:** A political movement that emerged in Britain during the nineteenth century led by the working class. It sought to achieve 6 demands including mainly universal male suffrage through adopting some peaceful means.

Or: a working class movement that campaigned for political reform acts in Britain from 1838 until 1858. Its name is taken from the 1838 people’s charter. It attracted more support than the radical group for adopting peaceful constitutional means to call for its six reforms.

**Liberalism:** It was the dominant political theory in Britain from the early 19<sup>th</sup> century to World War I which accentuated civil and individual liberties, Laissez-faire policies, non-governmental intervention, and the free market.

**Social Darwinism:** Usually summarized as “the survival of the fittest” which is taken from Charles Darwin’s Theory of Evolution and Natural Selection suggesting that organisms best

adjusted to their environment are most successful in surviving and evolution. The same theory was used to justify European Colonialism.

**Civilizing Mission:** A notion that was coined to justify and legitimize European Imperialism claiming that colonial powers had to bring civilization to “the uncivilized” areas of the world.

## Task 2

**Q1/** Britain’s main motivation behind the colonization of the Caribbean Islands (British West Indies) was to secure a safe route passage of its commercial ships which were always under the attack of pirates in Central America. **(1pt)**

**Q2/** The colony had stricter and more direct British rule than the protectorate as the colony was considered as a non-self-governing territory completely subordinate to Britain in terms of the executive, legislative, and judicial powers, whereas the protectorate was under the military protection of Britain which had the right to decide only about the protectorate’s defense and foreign affairs. **(1.5pt)**

**Q3/** Britain was interested in having colonies in all the continents to make sure that the balance of power was maintained all over the world in an attempt to keep peace and prevent the emergence of superpowers. **(1.5pt)**

## Task 3 (5pts)

New Zealand (D) Hong Kong (C), Palestine (M), India (C) Bahamas(C)

N.B: (0.5pt) for the correct geographical location in the map and (0.5pt) for the correct type of British rule, even if the location is incorrect.

**Task 4 (3pts) for the form: clear topic sentence, supporting sentences and a concluding sentence, indentation, correct English, proper use of punctuations, maintaining unity and coherence...etc; and (5pts) for the content which should cover some specific points:**

**Topic A** (0.5pt for mentioning the motive force and 0.5pt for the explanation)

1. The role of the French Revolution which led to the spread of principles of liberty, equality, and fraternity, in addition to the fact of being a model calling the working class and the oppressed to rebel against the system and the aristocracy which were to be blamed for the miseries of the poor.
2. The role of the American Revolution which called for denouncing tyrannical rule and revealed that even a super colonial power like Britain could be beaten.
3. The emergence of the Middle Class which ended the aristocracy's monopoly for political and economic powers and sought to be represented in parliament.
4. Corn Laws 1815 (explanation from the lecture)
5. The spread of principles like liberalism and political pressure movements as Chartism and Radicalism (explanation from the lecture)

**N.B:** The student can refer also to other factors like the Potato Famine in Ireland, Bad harvests in 1867 which led to mass unemployment and public rage, culminating in riots as in the Hyde Park Riots of May 1867.

**Topic B (1pt for the defect and 1pt for the solution)**

<b>Defects</b>	<b>Solutions</b>
<b>Not all citizens could vote (Only 4percent)</b>	<b>First Reform Act 1830</b> <b>Second Reform Act 1867</b> <b>Third Reform Act 1883</b>

<b>No Secret Ballot</b>	<b>Secret Ballot Act 1872</b>
<b>Spread of Illegal practices like intimidation, bribery...etc</b>	<b>Illegal Practices Prevention Act 1884</b>
<b>The House of Lords as a barrier which vetoes all reform bills</b>	<b>Representation of People Act 1911</b>
<b>No representation of Women</b>	<b>Representation of People Act 1918</b> <b>Equal Franchise Act 1928</b>
<b>Unfair distribution of seats (Rotten and Pocket Boroughs)</b>	<b>First Second, and Third Reform Acts</b>

Topic C:

1) Related to the Industrial Revolution (3pts)

- The need for raw materials (exploitation of colonies as sources of free raw materials according to the Mercantilist policy). 1pt
- The need for new markets to sell products (exploitation of colonies whose populations were considered as new consumers of British products). 1pt
- The need for cheaper working forces (like slaves who were brought from Africa to work in factories) 1pt

2) Related to the Mercantilist Policy (2pts)

- The Mercantilist Policy prohibited colonies from manufacturing any products and obliged them to trade only with Britain.
- The colonies were considered as sources of free raw materials and cheaper working forces.

**12. Exam 4 (with suggested answers):**

**Exam 4**

**Task 1: Read carefully the following passage and answer the questions below: (5pts)**

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

**Q1.** Identify this primary document. **(1pt)**

.....

**Q2.** When was it introduced and for what purpose? **(1.5pt)**

.....

**Q3.** Refer to other primary documents which were introduced for similar purposes. **(1pt)**

.....

**Q3.** Was it successful? Justify your answer referring to southern states' response to it.

**(1.5pt)**

.....

.....  
**Task 2: Explain briefly only two of the following: (1 X 2 pts)**

**Ku Klux Klan    The Abolitionist Movement    Ten Percent Plan    Emancipation  
Proclamation**

- .....
- .....

**Task 3: Locate in the map these four events which are related to US territorial expansion in North America during the nineteenth century (0.5x4), then answer the questions below. (4pts)**

Mexican Cession (1848)    Florida Purchase (1819)    Texas Annexation (1845)    Louisiana Purchase (1803)

**Territory of the Original  
Thirteen States**

**Mexico**

**Q1.** What is the doctrine that was used to morally justify and encourage US territorial expansion? **(0.5pt)**

.....

**Q2.** Explain it in a few words **(1.5pt)**.....

.....

**Q3.** According to you, which event has contributed the most to the economic and geopolitical growth of the USA, justify your answer. **(3pts)**

.....

.....

.....

.....

.....

**Suggested Answers**

**Task 1:**

**1)** The Fourteenth Amendment to the United States' Constitution. **(1pt)**

**2)** It was introduced in 1868 (**0.5pt**) for the purpose of granting citizenship and equal civil and legal rights to African Americans and slaves who had been emancipated after the American Civil War (**1pt**).

**3)** Other similar documents: The Thirteenth Constitutional Amendment and the Fifteenth Constitutional Amendment (**0.5x2**)

**4)** It didn't achieve its primary goal to grant equal citizenship and protection of law as, in reality, many southern states used their local parliaments to establish racial segregation through Jim Crow Laws and Black Codes which had drastically abridged such rights, especially voting rights. (**1.5pt**)

### **Task 2:**

- **Ku Klux Klan** A “terrorist” Southern organization whose members waged an underground campaign of intimidation and violence directed at white and Black Republican leader during the Reconstruction era, targeting even Black schools and torturing Black citizens in the night. (**1pt**)
- **The Abolitionist Movement:** It was a religious movement with an organized effort to end the practice of slavery in the USA between 1830 and 1870, using non-violent means as speeches, novels...etc, though it became controversially a political movement by the end. (**1pt**)
- **Ten Percent Plan:** A plan suggested by Abraham Lincoln specifying that a southern state could be readmitted into the Union once 10 percent of its voters swore an oath of allegiance to the Union. (**1pt**)
- **Emancipation Proclamation:** A presidential proclamation issued by Abraham Lincoln in 1863 in which he announced that all slaves in the United States were freed. (**1pt**)

**Task 3:**

**Locations in the map (0.5x4)**



1. The doctrine that was morally used to justify and encourage the US territorial expansion is Manifest Destiny. **(0.5pt)**
2. Manifest Destiny is the idea that the United States is destined by God to expand its dominion and spread democracy and capitalism across the entire North American continent. **(1.5pt)**
3. **There is no precise answer to this open-ended question. It depends on the student's justification and explanation which can be as the following: (2pts)**

**Louisiana Purchase (1803):** It almost doubled the size of the young republic at that time in return for 15 million dollars only. About 15 states were created thanks to this important deal which served also in expelling the French influence from the region to ensure more stability and security.

**Texas Annexation (1845):** The annexation was peacefully made without costing the USA a lot, acting upon Texas proposal to be annexed after getting independence from Mexico. In addition to expanding geographically, this deal helped the USA economically as well, as Texas became later on a major oil producer and the king of cotton and cattle industries. The annexation was made also for the purpose of cutting off any foreign European influence in the region.

**Mexican Cession (1848):** Thanks to this event after the Mexican-American War that Mexico ceded California, Nevada, Utah, New Mexico, most of Arizona and Colorado, and parts of Oklahoma, Kansas, and Wyoming to the United States (almost all the Southwestern United States).

**13. Exam 05:**

**Exam 5**

**Task 1: Explain briefly only two (2) of the following: (2 pts X 2)**

- |                  |   |                   |   |                    |
|------------------|---|-------------------|---|--------------------|
| Social Darwinism | - | Pocket Borough    | - | Victorianism       |
| Chartism         | - | Doctrine of Lapse | - | Civilizing Mission |

- .....  
.....  
.....
- .....  
.....  
.....

**Task 2: Answer the following questions: (2 pts X 3)**

**Q1:** What were the ideological and religious justifications for British Imperialism during the 19<sup>th</sup> century?

.....  
.....  
.....

**Q2:** Explain why the old British electoral system, before reform acts, failed to represent the majority of the population

.....  
.....  
.....

**Q3:** How did Darwinism provoke tensions between science and religion during the Victorian Age?

.....  
.....  
.....  
.....

**Task 3: Write a short essay about one of these topics : (10 pts)**

**Topic A:** To what extent did the East India Company's commercial and military policies facilitate Britain's colonization of India in 1858? Discuss in a short, but well-developed essay.

**Topic B:**

...the grievances of us (the Working Class) are deep and our demand just. We and our families are pining in misery, want, and starvation! We demand a fair day's wages for a fair day's work! ... We are political serfs, we demand to be free. We therefore invite all well-disposed to join in our peaceful procession on Monday next, April 10, As it is for the good of all that we seek to remove the evils under which we groan.

**Chartist Demonstration Committee. (1848, April 8). The national petition. Northern Star, p. 5.**

- Based on the quotation above, write a well-structured essay to discuss at least three major political and social grievances experienced by the working class during the Victorian Age.

**Topic:** .....

.....

.....

.....

.....

#### 14. Exam 6

##### **Exam 06**

**Question : Choose Topic A, B, or C**

**Topic A: Read the following passage and answer the question below:**

It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Andrew Jackson, 1835, Ralph Eleaser Whiteside Earl Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

(Reference: President Jackson, State of the Union Address of December 6, 1830)

**Question:**

**Write a well-developed essay to discuss U.S. governmental policies to deal with Indians during the second half of the 19th century, illustrating with examples. Study their motivating factors and assess to what extent they fully correspond with President Jackson's justifications for removal.**

**Topic B:**

It is argued that the same economic and intellectual climate—lavishly supported by the US government—which led to the emergence of the second industrial revolution in the USA was responsible for the development of giant monopolies that threatened social economic, and political stability in the American society during the 19<sup>th</sup> century. Discuss in a well-structured essay, illustrating with some examples.

**Topic C:**

"The slave went free; stood a brief moment in the sun; then moved back into slavery again".

**Reference:** W. E. B. Du Bois in *Black Reconstruction in America* (1935)

**In the light of Du Bois' claim, write a well-developed essay to assess the effectiveness of the US Reconstruction policies in establishing political, economic, and social equality between the whites and the freed-slaves.**

**Topic .....**

.....

.....

.....

.....

**15. Exam 07:**

**Exam 07**

**Task 1: Explain briefly only two (2) of the following: (1.5pt X 2)**

Social Darwinism - Mercantilism - The White Man's Burden

Trade Union Congress - Laissez-faire - Chartism - Rotten Borough

- .....
- .....

- .....

**Task 2: Answer the following questions: (4 pts)**

**Q1:** Explain briefly how the Industrial Revolution led to tensions between British social classes? **(1.5pt)**

.....  
.....  
.....

**Q2:** Why did Britain become more democratic in 1928? **(1pt)**

.....  
.....  
.....

**Q3:** Explain the role of French Revolution in spreading radicalism and pushing reform acts in Britain **(1.5pt)**

.....  
.....  
.....  
.....

**Task 3: Write a short, but well-structured essay about one of these topics**

**(13pts)**

**Topic A:** Compare the rise of British imperial tendencies and nature of governance in India and Hong Kong during the 19<sup>th</sup> century.

**Topic B:** Discuss at least three main problems in the British parliamentary system of the 19<sup>th</sup> century and refer to the reform acts which were introduced to address each specific problem.

Topic: A...../B...

.....

.....

.....

.....

.....

.....

**16. Exam 08**

**Exam 08:**

**Task 1: Explain briefly only two (2) of the following: (2 pts X 2)**

Social Darwinism - Pocket Borough - Victorianism

Chartism - Doctrine of Lapse - Civilizing Mission

- .....
- .....

.....  
**Task 2: Answer the following questions: (2 pts X 3)**

**Q1:** What were the ideological and religious justifications for British Imperialism during the 19<sup>th</sup> century?

.....  
.....  
.....  
.....

**Q2:** Explain why the old British electoral system, before reform acts, failed to represent the majority of the population

.....  
.....  
.....  
.....

**Q3:** How did Darwinism provoke tensions between science and religion during the Victorian Age?

.....  
.....  
.....  
.....  
.....

**Task 3: Write a short essay about one of these topics : (10 pts)**

**Topic A:** To what extent did the East India Company's commercial and military policies facilitate Britain's colonization of India in 1858? Discuss in a short, but well-developed essay.

**Topic B:**

...the grievances of us (the Working Class) are deep and our demand just. We and our families are pining in misery, want, and starvation! We demand a fair day's wages for a fair day's work! ... We are political serfs, we demand to be free. We therefore invite all well-disposed to join in our peaceful procession on Monday next, April 10, As it is for the good of all that we seek to remove the evils under which we groan.

**Chartist Demonstration Committee. (1848, April 8). The national petition. Northern Star, p. 5.**

- Based on the quotation above, write a well-structured essay to discuss at least three major political and social grievances experienced by the working class during the Victorian Age.

**Topic:** .....

.....

.....

.....

.....

**17. Exam 9**

**Exam 09:**

**Question: Write a well-detailed essay about one of the following topics:**

**Topic 1:**

Explain the role of the Industrial Revolution as a motivation for British Imperialism in India during the 19<sup>th</sup> century within the Mercantilist policy.

**Topic 2:**

Explain how the emergence of the new Industrial Middle Class (Bourgeoisie) changed the political and social landscape in Britain, referring to the British parliamentary system and social classes.

**Topic:** .....

.....  
.....

**18. Exam 10:**

**Exam 10:**

**Question: Write a well-developed essay about one of these topics**

**Topic A:**

Explain how the Industrial Revolution in Britain increased the gap between the rich and the poor, using Marxist perspectives.

**Topic B:**

Explain Imperialism from the perspectives of the colonized and the colonizer (two arguments)

for each).

**Topic C:**

It is argued that the passage of reform acts in Britain during the 19<sup>th</sup> century were the final resolutions to avoid possible internal conflicts with the working class and the newly-emerged middle class, discuss illustrating with examples.

Topic:A...../B.../C .....

.....

.....

.....

## Conclusion

This handout on *Civilization of the Target Language* has systematically traced the intellectual, industrial, imperial, and political contours of British and Anglo-American history, from the Age of Reason through Victorian transformations to U.S. governmental foundations. By embedding language development within these contexts, the module has advanced proficiency in English through causal analysis, conceptual mastery, visual interpretation, and multimedia communication. The integrated teaching methods—lecture expositions, TD exercises, video activities, online debates, and digital presentations—have fostered critical discourse skills essential for academic and professional discourse. Formative and summative assessments have ensured progressive evaluation, equipping learners with interpretive depth and fluency.

## Works Cited

- Allen, R. C. (2009). *The British Industrial Revolution in Global Perspective*. Cambridge University Press.
- Anderson, F. (2000). *Crucible of War: The Seven Years' War and the Fate of Empire in British North America*. Knopf.
- Bowler, P. J. (1989). *Evolution: The History of an Idea*. University of California Press.
- Brock, W. R. (1968). *An American Crisis: Congress and Reconstruction*. Macmillan.
- Bromhead, P. A. (1958). *The House of Lord and Contemporary politics*. Routledge & Kegan Paul.
- Burke, P. (2016). *The Italian Renaissance: Culture and Society in Italy* (3rd ed.). Princeton University Press.
- Cantor, N. F. (1994). *The Civilization of the Middle Ages*. HarperCollins.
- Cowling, M. (1997). *1887 Disraeli, Gladstone and revolution: the passing of the second reform act*. Cambridge, USA: Cambridge University Press.
- Descartes, R. (1984). *The Philosophical Writings of Descartes* (Vol. 2) (J. Cottingham, R. Stoothoff, & D. Murdoch, Trans.). Cambridge University Press. (Original work published 1641).
- Edling, M. (2009). *A Revolution in Favour of Government*. Oxford University Press.
- Ehle, J. (1988). *Trail of Tears: The Rise and Fall of the Cherokee Nation*. Anchor Books.
- Foner, E. (1988). *Reconstruction: America's unfinished Revolution*. Harper & Row.
- Girouard, M. (1977). *Sweetness and Light: The Queen Ann Movement*. Yale University Press.
- Harrold, S. (2010). *American Abolitionist*. Pearson.

- Hobsbawm, E. J. (1999). *Industry and Empire: The Birth of the Industrial Revolution* (2nd ed.). Penguin Books.
- Hutchins, B. L., & Harrison, H. (1966). *A History of Factory Legislation* (3rd ed.). P. S. King & Son.
- Hyde, C. K. (1973). *Technological Change in the British Wrought Iron Industry, 1750-1850*. University of Birmingham.
- Kinser, B.E. (2011). *The American civil war in the shaping of British democracy*. USA: Ashgate Publishing Company.
- Lambert, F. (1999). *Inventing the Great Awakening*. Princeton University Press.
- Locke, J. (1988). *Two Treatises of Government* (P. Laslett, Ed.). Cambridge University Press. (Original work published 1689).
- Madison, J. (1788). Federalist N0.51 in *The Federalist Papers*.
- McCusker, J. J., & Menard, R. R. (1991). *The Economy of British America*. University of North Carolina Press.
- McPherson, J. M. (1988). *Battle Cry of Freedom*. Oxford University Press.
- May, T. E. (1863). *Constitutional history of England, 1760-1860* (Vol. 1). (2nd Ed.). London: Spottishwoode and co, New-street square.
- Montesquieu, C. de S. (1989). *The Spirit of the Laws* (A. M. Cohler, B. C. Miller, & H. S. Stone, Trans.). Cambridge University Press. (Original work published 1748).
- More, C. (2000). *Understanding the Industrial Revolution*. Routledge.
- Outram, D. (2019). *The Enlightenment* (5th ed.). Cambridge University Press.  
<https://plato.stanford.edu/entries/enlightenment>.
- Neustadt, R. E. (1990). *Presidential Power and the Modern Presidents*. Free Press.
- Pangle, T. L. (1988). *The Spirit of Modern Republicanism*. University of Chicago Press.

- Pilinkton, C. (1999). *The politics today companion to the British constitution*. New York: Manchester University Press.
- Porter, A. N. (1996). *The Nineteenth Century* (Vol. 3, Oxford history of the British Empire). Oxford University Press.
- Porritt, E., & Porritt A. G. (2014). *The unreformed house of commons*. UK: Cambridge University Press.
- Purdy, H. (2016). *Their angry creed: the shocking history of feminism, and how it is destroying our way of life*. UK: Ips Publishing.
- Rousseau, J.-J. (1968). *The Social Contract* (M. Cranston, Trans.). Penguin Classics. (Original work published 1762).
- Royle, E. (2014). *Chartism* (3rd Ed.). London and New York: Routledge.
- Simon, B. (1974). *Education and the State*. Lawrence & Wishart.
- Stokes, E. (1959). *The English Utilitarian and India*. Oxford University Press.
- Shapin, S. (1996). *The Scientific Revolution*. University of Chicago Press.
- Stanley, B. (2009). *The Bible and the Flag*. Apollos.
- Urbinati, N. (2002). *Mill on democracy from Athenian polis to representative government*. USA: University of Chicago Press.
- Wilson, J. Q. (1965). *Negro Politics: The Search for leadership*. Free Press.
- Whitfield, B. (2001). *Heinemann advanced history, the extension of the franchise: 1832- 1931*. London, UK: Heinemann.
- Woodward, C. V. (1951). *The Strange Career of Jim Crow*. Oxford University Press.