



English Thought

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KFU - ENGLISH LANGUAGE

5th

Semester

Lecture 1

16th Century England and William Shakespeare

❖ Major points to consider pre-lecture:

- Shakespeare was born in the **Elizabethan period** when England was rising as a world power.
- The **language of Shakespeare** was different than today's English but can be understood.
- **William Shakespeare** is seen as the greatest writer in the English language.

❖ Elizabethan period

- Queen Elizabeth was a daughter of King Henry the 8th and she ruled from **1558** to **1603**, so a rule of **45** years.
- She was a very strong woman, she **never married** and for that reason she was called the **virgin queen** and she was very good at bringing different sites together and her rule was a time of **peace** and **stability** for England.
- It was a time when England was **rising as a world power**.
- In her time, there was the first attempt by England to colonize, to create an empire in America and so Walter Raleigh, a very famous ship sailor, founded the colony of Virginia, you heard about the state of Virginia now in America.
- He started the colony of Virginia, named after the virgin queen Elisabeth.
- And so England was rising as a world power.
- At that time there were a lot of conflicts between England and the other major power in Europe and indeed the world, Spain.
- Now, there were big differences, cultural differences, but more importantly religious differences between Spain and England and so this was a big fight between superpowers
- In **1588** the English defeated the **Spanish Armada the Spanish fleet of ships** , it was sent to invade England, and it was a great fame for English pride and English rising
- Elizabethan age (Elizabethan era) was called a **golden age** of literature (especially in plays) the writing and the performing of plays for the general public, and many great play writers such as : Ben Jonson, Christopher Marlow and William Shakespeare

❖ The language of Shakespeare

In 16th century people didn't speak English like I speak it now but with a little help we can understand this English

❖ William Shakespeare

- He is a very famous man, he was an **English poet, playwright**
- He was born in **Stratford-upon-Avon** which is a small town right in the middle of county called Warwickshire which is right in the **middle of England**
- He was **not someone from upper classes not from a rich background** like many of other writers of that time, he and his mother and father were a humble poor people, and he had to get a rich people to help him in his career



- He went to London and he was an **actor** at the end of **16th** century
- While he was making money through acting he **wrote plays and preformed** a lots of those plays in the place **Globe Theater** which is in the south bank of River Thames in London
- Recently in the last ten years a company has rebuild the Globe theater as it would have been in the time of Shakespeare
- Shakespeare talked a lot about important things in British **political** life, **historical** life and **religious** life.

❖ 16th Century England and William Shakespeare

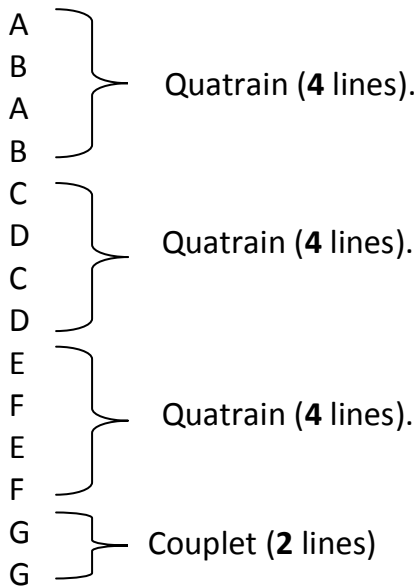
- The rise of Europe and the beginnings of Britain's overseas influence.
- The greatest writer in the most influential language in the world.
- **Sonnet 18**-The theme of love and the beauty of 'Middle England.'
- **The 16th** consider a very famous period and very important period in the development of especially English literature and modern England
- **16th century** is from **1500** to **1599**
- **Shakespeare** one of the important figures in English literature, a person with a very famous name
- **The Sonnet** is particular type of poem usually **14 lines** the Shakespearian sonnet with special **rhyme system**

❖ Sonnet 18 by William Shakespeare

- | | | |
|----|---|--|
| 1 | Shall I compare thee to a summer's <u>day</u> ? A | thee= you |
| 2 | Thou art more lovely and more <u>temperate</u> : B | thou=you art=are temperate = controlled |
| 3 | Rough winds do shake the darling buds of <u>May</u> , A | Rough = strong Buds = flower |
| 4 | And summer's lease hath all too short a <u>date</u> : B | hath=has |
| 5 | Sometime too hot the eye of heaven <u>shines</u> , C | eye of heaven = imaginary of sun |
| 6 | And often is his gold complexion <u>dim'm'd</u> ; D | dim'm'd = dimmed |
| 7 | And every fair from fair sometime <u>declines</u> , C | declines = go down |
| 8 | By chance, or nature's changing course, <u>untrimm'd</u> ; D | untrimm'd = untrimmed |
| 9 | But thy eternal summer shall not <u>fade</u> E | thy=your |
| 10 | Nor lose possession of that fair thou <u>ow'st</u> ; F | thou ow'st = you own |
| 11 | Nor shall Death brag thou wander'st in his <u>shade</u> , E | wander'st= walk |
| 12 | When in eternal lines to time thou <u>grow'st</u> ; F | thou grow'st = you grow |
| 13 | So long as men can breathe or eyes can <u>see</u> , G | |
| 14 | So long lives this, and this gives life to <u>thee</u> . G | thee= you |

❖ The English or Shakespearean Sonnet

This is a classic Shakespearean sonnet with fourteen lines in very regular iambic pentameter



❖ Rhyme: Is a repetition of similar sounds in two or more words, most often at the end of lines in poems and songs.

Example:

- line 1 = Day **WITH** line 3 = May **A**
- line 2 = temperate **WITH** line 4 = a date **B**
- line 5 = shines **WITH** line 7 = declines **C**
- line 6 = dimm'd **WITH** line 8 = untrimm'd **D**
- line 9 = fade **WITH** line 11 = shade **E**
- line 10 = ow'st **WITH** line 12 = grow'st **F**
- line 13 = see **WITH** line 14 = thee **G**

❖ Metaphor: Is comparing one thing with something else

- This sonnet starts out by asking whether the poet should use a simile to describe the one he loves. Should I describe you by saying that you are like a day in summer?

" Shall I compare thee to a summer's day "

- Then it rejects that comparison, saying, "**No, you're even more beautiful than that.**"
- In line five, the poem calls the sun "**the eye of heaven.**"
- In line six, the poem calls the sun's brightness "**his gold complexion.**"
- In line nine, the poem describes a person's beauty by calling it "**thy eternal summer.**"

❖ Imagery :

- a summer's day
- Rough winds
- darling buds of May
- summer's lease
- too hot the eye of heaven shines
- his gold complexion dimm'd

Lecture 2

❖ Major points to consider pre-lecture:

- We learnt about how **English rose** as a world power in the **Elizabethan age**
- Today we learn about a **crisis in English society** and how this shaped a lot of modern English culture and thought.
- This crisis and the response to this crisis was the basis of England's rise to world dominance.
- What were the causes of the **English civil war**?
- Who were the two sides?
- What were the effects of the war on English society?
- A Garden, written after the Civil War- Andrew Marvell
- Glorious Revolution and the legacy of stability that has affected the world.

❖ English civil war

- Was in fact a series of wars we cannot talk about just English civil war
- These wars happened in **1642-1651**
- It was between forces of **parliament** and the forces of the **king**
- The king believed that **god had giving him the right to rule** and he had no reason to consult the parliament (who they were the upper class of England)
- The king believed of ruling by himself and they fought over this
- It was **bloody conflict** many people died
- They say it was civil war but it effected Scotland and especially Ireland
- The parliamentarian eventually won in **1649** they had the king beheaded
- The people they didn't want this wanted a king ruling with parliaments
- They saw it was gone too far
 - **4%** of the English population died
 - **6%** of Scotland died
 - **41%** of the Irish population died during the civil war
- When it finished the English people wanted this to never happen again
- Remember there were a very destructive and bloody conflict glorious revolution and the legacy of stability that has affected the world.

❖ Metaphysical poet

- Metaphysical poetry refers to a type of very intellectual poetry that was common in the **17th** century
- John Donne, George Herbert, Thomas Carew and Andrew Marvell
- They talked a lot about emotion and compare things of earth with things of haven
- They talked about love, religion and political things

❖ Andrew Marvell

- An English metaphysical **poet**
- A member of parliament so he was a **Politician**
- He influent society



❖ A Garden, written after the Civil War- Andrew Marvell

- 1 See how flowers, as at parade, **A** **flowers Military imagery**
- 2 Under their colours stand display'd **A**
- 3 Each regiment in order grows, **B**
- 4 That of the tulip, pink, and rose. **B**
- 5 But when the vigilant patrol **Stars**
- 6 Of stars walks round about the pole,
- 7 Their leaves, that to the stalks are curl'd, **flowers**
- 8 Seem to their staves the ensigns furl'd.
- 9 Then in some flower's beloved hut
- 10 Each bee, as sentinel, is shut, **bee as Parliament, flower as king**
- 11 And sleeps so too; but if once stirr'd, **stirr'd = stirred = the idea of throw the English civil war to stir something up**
- 12 She runs you through, nor asks the word.
- 13 O thou, that dear and happy isle, **O thou = you isle means =British is an island**
- 14 The garden of the world erewhile, **erewhile = now**
- 15 Thou Paradise of the four seas
- 16 Which heaven planted us to please,
- 17 But, to exclude the world, did guard
- 18 With wat'ry if not flaming sword; **wat'ry = watery**
- 19 What luckless apple did we taste **like Eva and Adam apple**
- 20 To make us mortal and thee waste! **thee= you**
- 21 Unhappy! Shall we never more
- 22 That sweet militia restore,
- 23 When gardens only had their towers,
- 24 And all the garrisons were flowers; **garrisons = place for soldiers**
- 25 When roses only arms might bear,
- 26 And men did rosy garlands wear? **garlands = makes something out of flower**

❖ **Metaphor:** Is comparing one thing with something else

- What luckless apple did we taste To make us mortal and thee waste!

“a metaphor for why did we allow this civil war to happen?”

- but if once stirr’d, She runs you through, nor asks the word.

“a metaphor of what happened in English civil war and the destruction is brought to English society”

❖ **What was affected of the English civil war? -Who were the two sides? What were the effects of the war on English society?**

- Basically this should never happen again, people were shocked people never want to see soldiers walking through Middle English again, people never want to see the king beheaded, people never want to see what happened happening again.
- From the end of third civil war in 1651 till a time 1669 the glorious revolution the different side the monarch “the king” and the side of parliament workout the differences and they came after the glorious revolution, **they create the stability of legacy**
- England had a terrible civil war in the 17th century after the civil war that caused England to realize that it did not want to have wars or revolution and it caused people to come together to build a stability political economic system that make England the major world power
- Other Europeans powers were having wars and revaluations, Britain was gained, building empire, industry, agriculture and becoming strong.

❖ **Questions – first Assignment**

Write a paragraph on each question:

1. What was the major effect of the English Civil War on English society?

2. Talk about some of the metaphors that Marvell uses to show this effect?

3. What are some of the powerful images from the English countryside that either Marvell or Shakespeare use?

Lecture 3

John Locke and Liberalism

❖ Major points to consider pre-lecture:

- Because of the events of the **Civil War** British thinkers preferred **moderate ideas**.
- **German and French** thinkers were more extreme because they hadn't experienced the Civil War.
- Many of the **movements in Europe** led to revolution but in Britain, most thought supported moderation and stability.

❖ John Locke FRS (29 August 1632 – 28 October 1704)

- Was an English **philosopher, political thinker** - 17th - 18th century thinkers
- regarded as one of the most influential of Enlightenment thinkers
- known as the “**Father of Classical Liberalism**”
- the rule of law and freedom of religion and private property



❖ Enlightenment:

- A 17th and 18th Century European movement of thought that saw human reason and empiricism (getting theories from observable facts) as the way to get to truth.

❖ Liberalism

- Liberalism is a political philosophy or worldview founded on ideas of liberty and equality.
 - Liberals (modern) have different views depending on their understanding of these principles
 - But generally they support ideas such as free and fair elections, civil rights, freedom of the press, freedom of religion, free trade, and private property.
-
- The rule of law-the idea that there should be a just law that everyone in society has to obey.
 - Freedom of Religion-the idea that people are free to practice their religion and that the state should not be run on religious lines.
 - Private Property-the idea that everyone needs to have their possessions protected by the government, so the strong cannot steal from the weak.

❖ John Locke-Quotes

But there is only one thing which gathers people into seditious commotion, and that's oppression.

A Letter Concerning Toleration (1689)

- **Remember:** A lot of British thought was a reaction to the idea of European Tyranny.

Religion, which should most distinguish us from the beasts, and ought most particularly elevate us, as rational creatures, above brutes, is that wherein men often appear most irrational, and more senseless than beasts. An Essay Concerning Human Understanding, Book IV, Ch. 18

- This shows that Locke wasn't against religion but saw that religion has both a positive and negative side.

❖ John Locke-Two Treatises on Government

This is John Locke's book on political thought and had a big influence in the UK and on the founding ideas of the USA.

The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.

Second Treatise of Government, Ch. II

The end of law is not to abolish or restrain, but to preserve and enlarge freedom. For in all the states of created beings, capable of laws, where there is no law there is no freedom.

Second Treatise of Government, Ch. VI

To this I answer, that force is to be opposed to nothing, but to unjust and unlawful force; whoever makes any opposition in any other case, draws on himself a just condemnation both from God and man...

Second Treatise of Government, Ch. 18

❖ John Locke-Conclusion

Wherever Law ends, Tyranny begins. Second Treatise of Government

❖ Points to consider

- A lot of English political thought was a reaction to the idea of European Tyranny.
- The events of the Civil War and the contributions of different thinkers led to English thought that was marked by ideas of Liberalism, Religious Toleration and the Rule of Law.

Lecture 4

Adam Smith, Capitalism and the Scottish Enlightenment

❖ Major points to consider pre-lecture:

- Up to now we have been talking mainly about England but after the 'Act of Union' in 1707, we can start to talk about Britain.
- Throughout the 18th and 19th Century Great Britain became the most **powerful economic** force in the world.
- Scotland and a long history of education and some major Universities.

❖ The Scottish Enlightenment

- An 18th Century movement of thought within Scotland's ancient Universities; Glasgow, Edinburgh and Aberdeen.
- They held to an optimistic belief in the ability of humanity to effect changes for the better in society and nature, guided only by reason.
- Among the Scottish thinkers and scientists of the period were Francis Hutcheson, David Hume, Adam Smith, Robert Burns, Adam Ferguson (Father of Modern Sociology), and James Hutton (Father of Modern Geology).

❖ Adam Smith and Economics

- Adam Smith (June 5th 1723-July 17th 1790) was a Scottish Moral Philosopher and Economist. He is often called the „Father of Modern Economics.,
- He wrote 'An Inquiry into the Nature and Causes of the Wealth of Nations' in 1776 which was the first modern work of economics and has had a very big influence on the modern economic world.
- He observed the economies of many European societies and wrote his book based on the observations.
- Smith laid the foundations of classical free market economic theory.



❖ Capitalism and the Free Market

- **Capitalism** is an economic system in which trade, industry and the means of production are controlled by private owners with the goal of making profits, central characteristics of capitalism include making money, competitive markets and wage labor. In a capitalist economy, the producers and consumers decide the prices of goods and services.
- **A free market** is a market economy in which the forces of supply and demand are not controlled by a government or other authority. The opposite of free market is a controlled market or regulated market, in which government intervenes in supply and demand through non-market methods such as laws controlling who is allowed to enter the market, or saying what type of product or service is supplied, or directly setting prices.

❖ The Wealth of Nations-Quotes

- In general, if any branch of trade, or any division of labour, be advantageous to the public, the freer and more general the competition, it will always be the more so.

The Wealth Of Nations, Book II

- Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer.

The wealth Of Nations, Book IV Chapter VIII

- The statesman who should attempt to direct private people in what manner they ought to employ their capitals, would not only load himself with a most unnecessary attention, but assume an authority which could safely be trusted, not only to no single person, but to no council or senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it.

The wealth Of Nations, Book IV, Chapter II

❖ **Smith's Idea of 'The Invisible Hand'**

This was Smith's most important idea but not everyone agrees with it.

Every individual... neither intends to promote the public interest, nor knows how much he is promoting it... he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.

The Wealth Of Nations, Book IV, Chapter II

❖ **A Summary of Smith's Ideas**

- Smith believed in governments allowing people to trade freely.
- Smith believed the more people were allowed to do what they were good at the more prosperity would be brought to the society.
- He believed that by allowing economic activity to be free then an 'Invisible hand' would bring prosperity even to the poorer people in society.

❖ **Economic Rise of Britain and then America**

- Because of Smith's theories belief in government control of the economy became less in Britain in the late 18th century. During the Industrial Revolution, Britain embraced free trade and Smith's ideas, and via the British Empire, used its power to spread a liberal economic model around the world, with open markets, and barrier free domestic and international trade.
- Britain as well as taking control of new territories, developed an enormous economic and financial power in independent countries, especially in Latin America and Asia. It lent money, built railways, and engaged in trade. The Great London Exhibition of 1851 clearly demonstrated Britain's dominance in engineering, communications and industry: that lasted until the rise of the United States and Germany in the 1890s .

❖ **2nd Assignments-Questions Answer these questions with a sentence:**

1. Why do we talk about Great Britain from the beginning of the 18th Century?

2. What are two important ideas of Liberalism?

3. Who did John Locke think should obey the Law?

4. Did Adam Smith think that the government should control the economy?

5. How did Adam Smith believe the poorer people would be helped in a free market economy?

Lecture 5

Romanticism: William Wordsworth and the Lake Poets

❖ Major points to consider pre-lecture:

- By the end of the 18th Century Britain was starting to see the beginning of the Industrial revolution.
- This was causing changes in the countryside as there were more factories and buildings.
- Some people wanted to reject modern life and celebrate the beauty of nature and the human spirit. These were the Romantic poets.

❖ The Romantic Poets

- A movement of poetry in late 18th Century/early 19th Century Britain.
- Celebrated the beauty of nature and the pure human spirit.
- They were against the Enlightenment ideas of empiricism and human reason.
- The British Romantic poets were the most famous part of a movement that was all over Europe and in all the arts.
- Some people wanted to reject modern life and celebrate the beauty of nature and the human spirit. These were the Romantic poets

❖ William Wordsworth

- William Wordsworth (7 April 1770- 23 April 1850) was a major English Romantic poet.
- Famous for his poems about the English countryside.
- Lived in the „Lake District“ and was an important 'Lake Poet.,
- Wrote many famous poems including; the Prelude, the Lucy Poems, Lyrical Ballads and Laodamia.
- Seen as one of the greatest poets in the English language.



❖ The lake Poets

- The Lake Poets are a group of English poets who all lived in the Lake District of England at the turn of the nineteenth century.
- The three main figures of what has become known as the Lake School are William Wordsworth, Samuel Taylor Coleridge, and Robert Southey.
- The Lake District of North Western England is a very beautiful area with deep lakes surrounded by mountains.

❖ The Daffodils

- One of the most famous poems in the English language.
- It is often called „I wandered lonely as a cloud.“
- A daffodil is a beautiful flower that appears in great numbers in late spring in the UK.
- I recommend that you take a look at a picture of some daffodils and some pictures of the Lake District before we start looking at the poem.

❖ **The Daffodils by William Wordsworth**

(a great lyrical poem)

1 I wandered lonely as a cloud 1
2 That floats on high o'er vales and hills, 2
3 When all at once I saw a crowd, 1
4 A host, of golden daffodils: 2
5 Beside the lake, beneath the trees, 3
6 Fluttering and dancing in the breeze. 3

(metaphor)

The rhyme:
Cloud=crowd
Hills=daffodils
Trees=breeze

7 Continuous as the stars that shine 1
8 And twinkle on the milky way, 2
9 They stretched in never-ending line 1
10 Along the margin of a bay: 2
11 Ten thousand saw I at a glance, 3
12 Tossing their heads in sprightly dance. 3

13 The waves beside them danced: but they
14 Out-did the sparkling waves in glee:
15 A poet could not but be gay,
16 In such a jocund company:
17 I gazed-and gazed-but little thought
18 what wealth the show to me had brought:

Glee= joy happy

Gay= joy, happy

19 For oft, when on my couch I lie
20 In vacant or in pensive mood,
21 They flash upon that inward eye
22 Which is the bliss of solitude:
23 And then my heart with pleasure fills,
24 And dances with the daffodils.

Oft = often

Happy, extreme joy of being alone

Daffodils is a spring flower

❖ **Conclusion**

• Try to find some pictures of the British countryside and try to imagine why so many poets write about it.



Lecture 6

Romanticism: William Blake and the Industrial Revolution

❖ Major points to consider pre-lecture:

- By the end of the 18th Century Britain was starting to see the beginning of the Industrial revolution.
- This was causing changes in the countryside as there were more factories and buildings.
- Some people wanted to reject modern life and celebrate the beauty of nature and the human spirit. These were the Romantic poets.

❖ William Blake

- William Blake (28 November 1757-12 August 1827) was an **English poet, painter and printmaker**.
- He wasn't famous during his lifetime and died very poor.
- He hated the effect that the Industrial Revolution was having on the life and people of Britain. Was a great painter, as well as poet.



❖ The Industrial Revolution

- The Industrial Revolution was the transition to new manufacturing processes in the period from about 1760 to sometime between 1820 and 1840.
- It began in Great Britain and within a few decades had spread to Western Europe and the United States.
- The Industrial Revolution marks a major turning point in history: almost every aspect of daily life was influenced in some way.
- In particular average income and population began to exhibit unprecedented sustained growth.

❖ Negative points

- Industrialization led to the creation of the factory.
- The factory system contributed to the growth of urban areas, as large numbers of workers migrated into the cities in search of employment in the factories.
- Child labor had existed before the Industrial Revolution, but with the increase in population and education it became more visible. Many children were forced to work in relatively bad conditions for much lower pay than their elders.

❖ Blake and the Romantic's view of the Industrial Revolution

- The Romantic poet's hated the way Industrialization was changing the British landscape and often focused on the beauties of the English countryside that they thought was being threatened
- They also thought that the atmosphere in the cities and things like child labour were damaging the human spirit and wanted to return to the pre-industrial revolution rural ideal.
- Blake, especially saw and portrayed the Industrial Revolution with very strong and dark images that showed how he felt that the machines were destroying both nature and man.

❖ The Tyger

- A poem in Blake's great work of poetry: „Songs of Innocence and Experience.“
- It is called the „most famous of his works“.
- It is a classic of English poetry.
- Many people have different ideas about what it is about.
- Many see it as a large metaphor for the industrial Revolution.
- The imagery is of a Tiger that is powerful and terrible like the Industrial Revolution.
- Tyger is an 18th Century spelling of the modern world tiger.

❖ The Tyger by William Blake

1 Tyger Tyger, burning bright,
2 In the forests of the night;
3 what immortal hand or eye,
4 Could frame thy fearful symmetry?

This is Stanza

In poetry, a **stanza** is a grouped set of lines within a poem

5 In what distant deeps or skies.
6 Burnt the fire of thine eyes?
7 On what wings dare he aspire?
8 What the hand, dare seize the fire?

thine = you

9 And what shoulder, & what art,
10 Could twist the sinews of thy heart?
11 And when thy heart began to beat,
12 what dread hand? & what dread feet?

sinews = muscles

13 What the hammer? what the chain,
14 In what furnace was thy brain?
15 what the anvil? what dread grasp,
16 Dare its deadly terrors clasp!

thy = you

17 when the stars threw down their spears
18 And waterd heaven with their tears:
19 Did he smile his work to see?
20 Did he who made the Lamb make thee?

21 Tyger Tyger burning bright,
22 In the forests of the night:
23 what immortal hand or eye,
24 Dare frame thy fearful symmetry?

❖ 3rd Assignment

1. The Romantic poets wanted a more:

a. rural life b. urban life c. modern life

2. William Wordsworth lived in the:

a. 16th Century b. 18th & 19th Century c. 20th Century

3. The „Lake District“ is in:

a. Scotland b. England c. Wales

4. William Blake was also a great:

a. singer b. painter c. politician

5. The industrial Revolution in England led to more _____

a. farms b. factories c. shops

Lecture 7

Jane Austen and the British class system

❖ Major points to consider pre-lecture:

- Before the start of the Industrial revolution money was in the hands of the rural aristocracy and established merchant families.
- The Industrial revolution caused new sources of wealth to emerge.
- Many new families tried to imitate the behavior of the old rural aristocracy.

❖ The British Class System

- The "class system" is very important in understanding British culture.
- Traditionally, there are three classes: the upper classes, the middle classes and the working classes.
- There is also an important distinction between the upper and lower middle classes and the upper and lower working classes.
- This influences a person's name, accent, clothing and manner.

❖ 18th and 19th Century Upper Class Etiquette

- Many writers in this era talked about the life and etiquette of the upper classes.
- Etiquette is the rules of how people should behave in a particular social situation.
- Novels of this era are often about how the upper classes and middle classes interact.
- There are many novels of this era that are about people from lower classes 'social climbing' in good and bad ways.

❖ Georgian England

- The period of time from **1714** to **1837** is called the „Georgian Era' because it is the time of the reign of George I, George II, George III and George IV.
- It was a time of great stability, growth and change in British society.
- It was the time of the Industrial revolution and the Romantic poets, as well as many famous writers, including Jane Austen.
- There were also many famous painters in this era including; John Constable, Thomas Gainsborough and Sir Joshua Reynolds.
- Nowadays we talk about 'Georgian Architecture' meaning a particular way of building houses, especially among the upper classes.

❖ Jane Austen

- Jane Austen (**16 December 1775- 18 July 1817**) was an English novelist whose wrote works of romantic fiction.
- They were mainly set among the landed gentry of Georgian England.
- The landed gentry were a branch of the English upper classes that lived on inherited wealth from ownership of land.
- Jane Austen is one of the most loved novelists in the English language.
- She is famous for *Pride and Prejudice*, *Sense and Sensibility*, *Mansfield Park*, *Emma*, *Northanger Abbey* and *Persuasion*.



❖ Pride and Prejudice

- About the universal themes of love and marriage.
- The main characters are Mr Darcy and Elizabeth Bennet who overcome their pride and prejudice against each other to admit their love and get married.
- The novel explores themes like social class, the role of women and upper class hypocrisy.
- There was a TV version released in **1995** that became very popular all over the world.
- The **2005** film version which starred Keira Knightley and Matthew Macfayden brought the story to a new generation.

❖ Pride and Prejudice

- “It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife.”

-The famous opening sentence of „Pride and Prejudice

- “Vanity and pride are different things, though the words are often used synonymously. A person may be proud without being vain. Pride relates more to our opinion of ourselves, vanity to what we would have others think of us.”

-An example of Jane Austen's social observation and Elizabeth's cleverness.

- “A lady's imagination is very rapid; it jumps from admiration to love, from love to matrimony in a moment.”

-An example of some of the subtle humour of the novel.

- “For what do we live, but to make sport for our neighbors, and laugh at them in our turn?”

-An example of Jane Austen's observation of upper class life.

- “Till this moment I never knew myself.”

-An important line in the novel which has a lot of exploration of the character's psychology.

- “We are all fools in love”

One of Jane Austen's observations on love

- The story ends happily with the two characters admitting their love for each other and Elizabeth agreeing to marry Darcy. “You were disgusted with the women who were always speaking and looking, and thinking for your approbation alone. I roused, and interested you, because I was so unlike them.” -One of the reasons Darcy chose Elizabeth.

❖ Social Class-A question to think about

- Think about famous British people that you know.
- What social class do you think they are from?
- What social class are, for example; Wayne Rooney, The Queen or David Beckham from?
- Why do you think that?

Lecture 8

Charles Dickens and Victorian London-A Tale of Two Cities

❖ Major points to consider pre-lecture:

- By the middle of the 19th Century, Britain was the major, undisputed world power.
- London, its capital, was by this time the largest and greatest city on the planet.
- The French Revolution of 1789 was an event that shocked Europe and showed the gap between British and French culture.

❖ The Victorian Age

- The Victorian Era (or age) was named after Queen Victoria who reigned from 1837 to 1901.
- Her rule is often seen as a 'Golden Age' for Britain and the British Empire and she is seen as one of Britain's greatest Monarchs (Kings or Queens).
- Because of the effect of population growth it was a time of difficulty for the poor, especially the poor of the cities.

❖ Victorian London

- Victorian London was the center of a great empire and so there were many rich people in the city.
- England's population grew in the Victorian age from 17 to 31 million.
- The effect of this was overcrowding, especially in London.
- The poor areas of Victorian London were famous for their poverty, social problems and crime.

❖ Charles Dickens

- Charles Dickens 7th February 1812 –9th June 1870 was an English novelist.
- He created some of the world's most memorable fictional characters (*Scrooge and Oliver Twist*)
- Is generally regarded as the greatest novelist of the Victorian period and his name is used to describe the period. We talk of 'Dickensian London' or we talk of a 'Dickensian Scene' to describe a situation of great poverty.
- Famous for his powerful descriptions.
- Some of his famous novels include: 'A Christmas Carol', 'Oliver Twist' and 'Great Expectations'.
- He was from a poor background and had to work in a factory as a child worker because his father went to prison because he owed money.
- He was a social critic, and tried to show people about how difficult life was for the poor during this time.
- A lot of his books describe the terrible life of the British lower classes.
- However, he believed in slow change, and was against revolutionary ideas that would damage society.



❖ A Tale of Two Cities

- A Tale of Two Cities (1859) is a novel by Charles Dickens, set in London and Paris before and during the French Revolution.
- It has sold over two hundred million copies.
- It is one of the most famous fictional works in history.
- It talks about the brutality and violence of France before the revolution and then talks about the how the revolutionaries become just as brutal and violent after the revolution.
- Though it shows the injustice of both French and British society, the book's message is that revolution isn't a good thing.

❖ A Tale of Two Cities-Quotes

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair."

The first sentence of the novel

"There is prodigious strength in sorrow and despair."

Shows how Dickens respects and identifies with the poor

"Think now and then that there is a man who would give his life, to keep a life you love beside you."

The words of Sydney Carton, giving a reason for sacrificing his life to save Charles Darnay

"Death may beget life, but oppression can beget nothing other than itself."

An example of Dickens's and the general British hatred of oppression

"Liberty, equality, fraternity, or death; -the last, much the easiest to bestow, O Guillotine!"

An example of Dickens's attitude to the French Revolution

"I see a beautiful city and a brilliant people rising from this abyss. I see the lives for which I lay down my life, peaceful, useful, prosperous and happy. I see that I hold a sanctuary in their hearts, and in the hearts of their descendants, generations hence. It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to than I have ever known."

Sydney Carton's last words in the book and maybe the message of the book

❖ The 4th Assignment

1. The rules of how people should behave in a social situation are:

- a. Politeness b. fun c. etiquette

2. The 'Georgian Era' was named after the _____ of the time:

- a. Kings b. politicians c. poets

3. The main male character in 'Pride and Prejudice' is Mr.:

- a. Smith b. Benet c. Darcy

4. Charles Dickens was the greatest _____ of the Victorian age:

- a. Poet b. novelist c. playwright

5. Sidney Carton's death at the end of 'A Tale of Two Cities' is an example of:

- a. revolution b. insubordination c. sacrifice

Lecture 9

George Washington and the American Declaration of Independence

❖ The United States of America

- **317** million population (**3rd** largest), by far the biggest English speaking country in the world.
- **4th** largest country in the world by surface area.
- It is one of the world's most ethnically diverse and multicultural nations.
- The world's undisputed superpower.
- Major reason for the global dominance of the English language.

❖ Points to consider pre-lecture

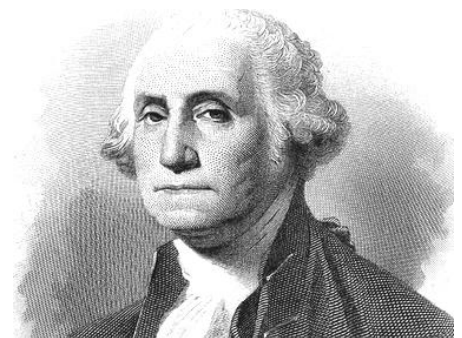
- In **1492** Cristopher Columbus discovered the American continent.
- English settlement on the eastern coast of America began with the Virginia Colony in **1607** and the Pilgrims' Plymouth Colony in **1620**.
- Britain battled with France over America and Canada, but Britain established stronger colonies.
- The original people of America (the Indians) were being conquered and displaced.
- The British colonies were committed to freedom and self-governance.
- In **1776** the United States of America declared independence from Britain.

❖ The American Revolutionary War

- The American Revolutionary War (**1775–1783**), is sometimes called the American War of Independence
- Though other nations, especially the French were involved, it was mainly fought between the Americans and the British.
- In **1783**, the Treaty of Paris ended the war and recognized the new country of the United States in most of the present day eastern United States of America.
- One of the main causes of the war was over taxation, as the British Empire was taxing the American Colony to finance its European wars.

❖ George Washington

- George Washington was born in **1731** and died in **1799**.
- He was the first President of the United States.
- He was President from **1789** to **1797**.
- He was the Commander-in-Chief of the American army during the Revolutionary War.
- He is seen as a 'Founding Father' of the USA.
- He came from a wealthy, land owning background.



❖ The American Declaration of Independence

- This was a document published by the Americans in **1776** while at war with the British that declared America to be an independent state.
- It is said to contain 'some of the best known sentences in the English Language'.
- It basically talks of the American's 'right' to independence and their 'right' to rebel against the British.
- John Adams and Thomas Jefferson were important in writing the document.
- It condemns both the British King George III and the British people.

❖ The American Declaration of Independence-Quotes

- 'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'
 - **Famous second sentence of the Declaration.**
- 'That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government'
 - **An example of the very radical nature of the document.**
- 'The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world'
 - **The Declaration's words against King George III.**
- 'Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us.'
 - **The Declaration's words against the British Parliament and people.**
- 'We, therefore, the Representatives of the United States of America.....appealing to the Supreme Judge of the world for the rectitude of our intentions, do.....and by Authority of the good People of these Colonies.....declare, That these united Colonies are.....Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do'
 - the conclusion of the Declaration.**

❖ Final thoughts

- I hope you can see that the USA and Great Britain are two separate countries with a history of conflict.
- Also, despite the history of conflict we have become friends.
- We have the same language but very different cultures.
- We respect each other but also mock each other.

Lecture 10

Abraham Lincoln, the Civil War and the Gettysburg Address

❖ Major points to consider pre-lecture:

- In **1492** Christopher Columbus discovered the American continent.
- English settlement on the eastern coast of America began with the Virginia Colony in **1607** and the Pilgrims' Plymouth Colony in **1620**.
- Britain battled with France over America and Canada, but Britain established stronger colonies.
- The original people of America (the Indians) were being conquered and displaced.
- The British colonies were committed to freedom and self-governance.
- In **1776** the United States of America declared independence from Britain.

❖ The USA between Independence and Civil War

- Between Independence and the Civil War **1783-1861**, the USA expanded westward mainly through purchasing new land.
- The Americans fought a war against the British between **1812** and **1815** which the Americans won.
- The Native Americans (Indians) continued to be driven out of their settlements leading to a lot of death and misery.
- During this time American settlers pushed the 'American Frontier' westwards.
- It was a time of growth, expansion and developing economic strength.

❖ Slavery

- Slavery had been practiced in America since the days of the early British settlers.
- They purchased African slaves to work on sugar and cotton farms in the Caribbean and America.
- 'All man are created equal' didn't extend to people of African origin and many of the 'Founding Fathers' of America were slave owners.
- In the early **19th** Century a large 'abolitionist' movement started which was based in the North of the USA.
- **20%** of the USA population were of African origin.
- The Southern states with their cotton-based economies relied on slavery, while the North, with its factory economy did not need slavery. **The American Civil War**
- Fought between **1861** and **1865** in the USA.
- Fought between the Unionists (the North) and the Confederates (the South).
- Slavery was a big issue especially the question of whether slavery should be legal in the new western states.
- It resulted in the death of **750,000** soldiers and an unknown amount of civilians.
- The Unionists (the forces of the North) won the war.
- As a result of the Unionist victory, slavery was abolished in the United States of America.

❖ Abraham Lincoln

- Was born in **1809** and was assassinated in **1865**.
- Became president of the USA in March **1861**.
- His election as President started the American Civil War because he was well known for being anti-slavery.



- He was born into a poor family in the Western Frontier of the USA.
- He educated himself and became a lawyer.
- Seen by many as the greatest American President.
- Led the North to victory in the Civil War.
- Was assassinated by a Southern supporter in a theatre in April **1865**.

❖ The Gettysburg Address

- One of the best known speeches in American history.
- Lincoln made the speech on November **19th 1863** at the opening of a graveyard for soldiers at the sight of a large Civil War battle, Gettysburg in Pennsylvania.
- The speech was between two and three minutes.
- He made the speech in the middle of the American Civil War and it provided a lot of inspiration for the Unionists.

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

❖ 5th Assignment

1. What is another name for the ‘American War of Independence?’

- a. The Civil War **b. The American Revolutionary War** c. The Great War

2. What was a major cause of the ‘American War of Independence?’

- a. Slavery b. language **c. taxation**

3. George Washington came from a _____ background:

- a. rich** b. poor c. urban

4. Between 1812 and 1815 America fought a war with:

- a. Spain b. France **c. Great Britain**

5. Gettysburg was also famous as a:

- a. battlefield** b. mansion house c. theatre

Lecture 11

The British Empire and India: 'A Passage to India'

By E.M. Forster

❖ The British Empire

- At its height, it was the largest empire in history.
- In **1922** the British King ruled over **458** million people ($\frac{1}{5}^{\text{th}}$ of the world population).
- The Empire covered $\frac{1}{4}$ of the world's land surface.
- Started up as a trading empire but developed a system of military conquest, settling and colonialism.
- It had both positive and negative effects on its colonies.
- Left a legacy of education and social stability in many of its colonies.

❖ British India

- From **1757** to **1858** the 'British East India Company' ruled India.
- From **1858** to **1947** there was the 'British Raj' or the 'Indian Empire'.
- The word 'Raj' is a Hindi word for 'reign'.
- Indian was called the 'Jewel in the Crown' of the British Empire because of its beauty and importance to the British people.
- The 'British East India Company' were first given permission to trade in India in **1617** and they expanded their influence over the next century and a half.
- In **1857** there was a large uprising against the 'British East India Company' called the 'Indian Mutiny' which led to direct rule from Britain.

❖ The deep influence of the links between Britain and India-1

- The Indian subcontinent (India, Pakistan and Bangladesh) has more fluent English speakers than any where else, even the USA.
- Some of the greatest writers in the English language are from India e.g.: Vikram Seth, Arundhati Roy and V.S. Naipaul (from Trinidad but of Indian origin.)
- India produces more English speaking graduates than the rest of the world put together!
- This has allowed India to become an economic superpower through the world of computers, cabling, call centers and the internet.
- The 'Raj' left a strong infrastructure, education system and legacy of stability.
- Many British people lived and worked in India in the **1st** half of the **20th** Century.
- The most popular dish in the UK is Chicken Tikka Masala.
- The number of immigrants to the UK from the 'Indian Subcontinent' maybe more than **4** million.
- There are very strong trade links between the two countries.
- A lot of British literature was influenced by the author's experience in India e.g.: Rudyard Kipling, E.M. Forster and J.G.Farrell.
- A lot of British ideas of Upper Class life and 'Britishness' come from our experience in India.

❖ Negative side of the Raj

- The British rulers were racist towards the Indians and could be brutal in dealing with any rebellion.
- After the Indian Mutiny of **1857** was stopped in **1858**, over **100,000** Indians had been killed.
- In **1919** British troops fired on a big group of unarmed demonstrators in the city of Amritsar, killing up to **1,000**. This was called the 'Amritsar Massacre.'
- The British Empire's main goal was to make money and they took a lot of Indian resources and prevented the Indian economy from industrializing and modernizing.
- The British government did not plan their withdrawal from India well and this led to many deaths when India was partitioned from Pakistan.

❖ Edward Morgan Forster (E.M. Forster)

- Edward Morgan Forster; **1st January 1879 –7th June 1970**, was an English novelist, short story writer and essayist.
- He wrote many famous novels including 'Howard's End', 'A Room with a View', 'Where Angels Fear to Tread' and 'A Passage to India.'
- Wrote a lot about British hypocrisy and the class system.
- He lived for a few years in India in the early **1920's** and his observations of Indian society led him to write 'A Passage to India.'



❖ 'A Passage to India'

- It is one of the greatest novels about the British experience in India.
- It won Forster a major literary prize.
- It is listed as the **25th** best novel in the English language in the **20th** Century.
- The novel made Forster a commercial success.
- It was turned into a film in **1984** which won many Oscars.
- The main characters are Dr. Aziz, Cyril Fielding, Adela Quested and Mrs. Moore.

❖ 'A Passage to India'-Quotes

The roads, named after victorious generals and intersecting at right angles, were symbolic of the net Great Britain had thrown over India. He felt caught in their meshes.

–some of Forster's view of the Raj shown in Dr. Aziz's thinking.

One touch of regret –not the canny substitute but the true regret from the heart –would have made him a different man, and the British Empire a different institution.

"I'm going to argue, and indeed dictate," she said, clinking her rings. "The English are out here to be pleasant."

–a discussion between Mrs. Moore and her son which questions Ronnie Heaslop's blind obedience to Britain's 'civilizing mission'.

"They all become exactly the same, not worse, not better. I give any Englishman two years, be he Turton or Burton. It is only the difference of a letter. And I give any Englishwoman six months."

-an Indian character's observation of how the Raj makes English people racist.

"You're superior to them, anyway. Don't forget that. You're superior to everyone in India except one or two of the Ranis, and they're on an equality."

–this is an example of the extreme racism of, especially, the women characters in the novel.

[McBryde] remarked that the darker races are physically attracted by the fairer, but not vice versa – not a matter for bitterness this, not a matter for abuse, but just a fact which any scientific observer would confirm.

–a remark by the Policeman at the trial where an English woman is accusing Dr Aziz of assaulting her.

"You understand me, you know what others feel. Oh, if others resembled you!"

Rather surprised, she replied: "I don't think I understand people very well. I only know whether I like or dislike them."

"Then you are an Oriental."

–Dr.Aziz and Mrs.Moore talking about the differences between the different races.

How can the mind take hold of such a country? Generations of invaders have tried, but they remain in exile. The important towns they build are only retreats, their quarrels the malaise of men who cannot find their way home. India knows of their trouble. She knows of the whole world's trouble, to its uttermost depth. She calls "Come" through her hundred mouths, through objects ridiculous and august. But come to what? She has never defined. She is not a promise, only an appeal.

–an example of the 'mystery of India' that is a central theme of the book.

"Ah, dearest Grasmere!" Its little lakes and mountains were beloved by them all. Romantic yet manageable, it sprang from a kindlier planet.

-comparing the mystery and danger of India with the ordered beauty of the 'Lake District.'

❖ 'A Passage to India'-Final thoughts

- E.M.Forster wants to challenge the racism he has seen in the 'British Raj' through his book.
- However, it is clear from what he writes that he has a lot of the same racist ideas that he criticises.
- It is a great book but it does have some weaknesses.
- It ends with the idea that Dr.Aziz and the schoolteacher Cyril Fielding can only be friends when India becomes independent.
- The final line shows that Forster saw that Independence was coming: 'Even the earth and the sky seem to say, "Not yet." '

Lecture 12

Europeans in Africa-‘Heart of Darkness’

by Joseph Conrad

❖ British Africa

- As early as **1530**, English merchant adventurers started trading in West Africa.
- In **1581** Francis Drake reached the Cape of Good Hope.
- In **1663** the English built Fort James in Gambia.
- Throughout the **17th** and **18th** Century Britain and other European powers like the Portuguese and French were interested in establishing coastal bases to exploit the slave trade.
- In the late **19th** Century the ‘Scramble for Africa’ led to many European powers competing to build African Empires
- Britain competed with Germany, France and Italy over leadership of different colonies.

❖ The Atlantic Slave Trade

- This happened between the late **16th** Century and the early **19th** century.
- African slaves were bought from African slavers and taken by ship to be domestic servants or more often agricultural laborers in the Caribbean, North or South America.
- Between **1.2 million** and **2.4 million** died on the journey across the Atlantic.
- Around **12 million** slaves were transported from Africa to the Americas.
- Due the efforts of people like William Wilberforce, the selling of slaves was abolished in **1807** and in **1833** the institution of slavery was abolished in the British Empire.
- This marked the end of the Atlantic Slave Trade.
- However, the legacy of this trade can be felt in Africa and across the Americas.
- A lot of Britain’s prosperity was built on the Slave Trade.

❖ African Empires

- From around **1880** until **1914** the ‘Scramble for Africa’ happened between the European powers.
- Britain wanted to create a North-South passage of British territory.
- Germany wanted to create an East-West passage of continuous German land.
- France had a lot of land in North and West Africa.
- Portugal had some large colonies **e.g.** Angola and Mozambique.
- Belgium were given the Congo river area in central Africa.
- Britain had a large empire that included: Egypt, The Sudan, Kenya, Uganda, Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and South Africa.

❖ The Belgian Congo

- The British explorer Henry Morton Stanley ‘discovered’ the area now known as the Democratic Republic of Congo in **1878**.
- King Leopold II of Belgium took an interest in the area and was awarded the Congo River Basin in the **1884** Berlin Conference and called it the Congo Free State.
- He ran it as his own personal state until in **1908** the Belgian parliament took it and made it a Belgian Colony.
- They ruled it until independence in **1960**.
- The Belgians were very cruel colonial rulers.

❖ Joseph Conrad

- Joseph Conrad lived from **1857** until **1924**.
- Conrad is seen as one of the best writers in the English language though he was of Polish origin and always spoke English with an accent.
- He became a British citizen in **1886**.
- He had been a sailor and wrote a lot about life on the sea including two of his great novels; 'Lord Jim' and 'Nostromo'.
- Seen as the first 'Modernist' writer.
- Said to be 'prophetic' especially how he predicted the European empires to crumble.



❖ 'Heart of Darkness'

- A very short novel but seen as a very great novel.
- All about the main character Charles Marlow who captains a river boat on the Congo river.
- He is searching for a man called Kurtz, an ivory hunter who is going mad in the centre of the African jungle.
- It explores the cruelty of the Belgian colonialists, European racism and ideas of civilization and savagery.
- Was accused of being a 'racist novel' by Nigerian writer, Chinua Achebe.
- The book was famously turned into the classic film 'Apocalypse Now.'
- The main idea in the book is of the European reaction to Africa, especially on a psychological level.

❖ 'Heart of Darkness'-quotes

Hunters for gold or pursuers of fame, they all had gone out on that stream, bearing the sword, and often the torch, messengers of the might within the land, bearers of a spark from the sacred fire. What greatness had not floated on the ebb of that river into the mystery of an unknown earth! . . . The dreams of men, the seed of commonwealths, the germs of empires.

-Conrad's mocking view of the motives for the colonialists that have gone down the Congo River to the centre of Africa.

To tear treasure out of the bowels of the land was their desire, with no more moral purpose at the back of it than there is in burglars breaking into a safe. Who paid the expenses of the noble enterprise I don't know; but the uncle of our manager was leader of that lot.

-Conrad's criticism of the Belgian colonialist's drive to get resources from the Congo area.

These chaps were not much account, really. They were no colonists; their administration was merely a squeeze, and nothing more, I suspect. They were conquerors, and for that you want only brute force —nothing to boast of, when you have it, since your strength is just an accident arising from the weakness of others. They grabbed what they could get for the sake of what was to be got. It was just robbery with violence, aggravated murder on a great scale, and men going at it blind —as is very proper for those who tackle a darkness. The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.

-Conrad's angry view of Belgian colonialists and maybe of all colonialism.

Going up that river was like traveling back to the earliest beginnings of the world, when vegetation rioted on the earth and the big trees were kings. An empty stream, a great silence, an impenetrable forest. The air was warm, thick, heavy, sluggish. There was no joy in the brilliance of sunshine. The long stretches of the waterway ran on, deserted, into the gloom of overshadowed distances.

-showing what the trip down the river was doing to the European sailors, psychologically.

Anything approaching the change that came over his features I have never seen before, and hope never to see again. Oh, I wasn't touched. I was fascinated. It was as though a veil had been rent. I saw on that ivory face the expression of somber pride, of ruthless power, of craven terror —of an intense and hopeless despair. Did he live his life again in every detail of desire, temptation, and surrender during that

supreme moment of complete knowledge? He cried in a whisper at some image, at some vision, — he cried out twice, a cry that was no more than a breath —'The horror! The horror!'

-final words of Kurtz before he dies.

❖ 6th Assignment

1.The rule of the East Indian Company became the 'British Raj' after which event?

- a. The Indian Munity b. The Civil War c. The Indian Depression

2.The woman that accuses Dr.Aziz in 'A Passage to India' is called:

- a. Mrs. Moore b. Adela Quested c. Mrs. Fielding

3.The 'British Raj' was an _____ part of the British Empire.

- a. difficult b. boring c. important

4.Another name for the 'Scramble for Africa' could be:

- a. African food b. race for colonies in Africa c. confusion in Africa

5.'Heart of Darkness' talks about the psychological effects of the clash between civilization and__ :

- a. savagery b. colonialism c. commerce

Lecture 13

Modernism and the Anglo-Irish: James Joyce and Ulysses

❖ Ireland and England

- The English first started to make military expeditions to Ireland in the 12th Century.
- However, by the end of the 15th Century English authority was only in Dublin and a small area around it-the Pale.
- Towards the end of the 16th Century the English Tudor dynasty conquered Ireland.
- Throughout the 17th Century Ireland was involved in many conflicts linked with the English Civil War, up to half the population of Ireland was killed in these conflicts.
- These conflicts left deep scars on the modern history of Ireland.

❖ The Anglo-Irish

- These were a privileged ruling class of Ireland that had English origins and followed the Protestant sect of Christianity.
- This group produced many influential politicians, prime ministers and military commanders.
- Some of Britain's greatest poets, novelists and playwrights come from this group.
- These included Oscar Wilde, Bram Stoker, C.S. Lewis, W.B. Yeats, C.D. Lewis, George Bernard Shaw and Samuel Beckett.
- This group helped create the powerful literary atmosphere of the Irish Capital, Dublin.

❖ James Joyce

- James Joyce **1882-1941** was an **Irish novelist and poet**.
- He is famous for the books: '*The Dubliners*', '*Portrait of the Artist as a Young Man*', '*Ulysses*' and '*Finnegan's Wake*'.
- He was from a **Catholic background** and so not one of the 'Anglo-Irish.'
- Most of his writings concentrate on Dublin and he helped create the powerful 'literary' atmosphere of the city.
- He is, probably, the most important writer in the English language in the 20th Century.
- Joyce spent most of his life living in mainland Europe but still wrote all his novels about his hometown, Dublin.



❖ Modernism

- Modernism was a movement in literature in the late 19th /early 20th Century.
- It was an attempt to break with traditional styles of poetry and writing.
- They were influenced by new ideas in philosophy and psychology by thinkers like Friedrich Nietzsche and Sigmund Freud.
- Famous modernist writers and poets included James Joyce, Ezra Pound, Virginia Woolf and T.S. Elliot.

❖ Ulysses

- Seen as the greatest work of 'Modernist Literature'.
- Regarded by many as the greatest novel of the 20th Century.
- A very long, **260,000** words, and complex novel. Some have found it difficult and confusing.
- The novel is skillfully based on the Great Greek Epic, the *Odyssey* by Homer.

- Based on the events of a few, normal days in Dublin.
- Explores some of the 'wonder' of everyday life.
- Made a lot of use of the 'Stream of Consciousness' technique that allows Joyce to show the deeper thinking of his characters.

❖ Ulysses-quotes

I just wanted to say, he said. Ireland, they say, has the honour of being the only country which never persecuted the jews. Do you know that? No. And do you know why?

He frowned sternly on the bright air.

—**Why, sir? Stephen asked, beginning to smile.**

—**Because she never let them in, Mr Deasy said solemnly.**

A coughball of laughter leaped from his throat dragging after it a rattling chain of phlegm. He turned back quickly, coughing, laughing, his lifted arms waving to the air.

—**She never let them in, he cried again through his laughter as he stamped on gaitered feet over the gravel of the path. That's why.**

An example of some of the humour of the novel, an example of classic 'Dublin Humour.'

Mrkgnao! the cat said loudly.

She blinked up out of her avid shameclosing eyes, mewling plaintively and long, showing him her milkwhite teeth. He watched the dark eyeslits narrowing with greed till her eyes were green stones. Then he went to the dresser, took the jug Hanlon's milkman had just filled for him, poured warmbubbled milk on a saucer and set it slowly on the floor.

—**Gurrhr! she cried, running to lap.**

Joyce writing from the perspective of a cat, an example of Modernism's new writing techniques.

Bosh! Stephen said rudely. A man of genius makes no mistakes. His errors are volitional and are the portals of discovery.

Another example of very Irish humor and Modernist thought.

Shakespeare is the happy hunting ground of all minds that have lost their balance.

An example of how the book comments of previous literary movements.

❖ The Legacy of Ulysses

- The great English/American poet T.S. Elliot said of Ulysses: "I hold this book to be the most important expression which the present age has found; it is a book to which we are all indebted, and from which none of us can escape."
- Though the book has been controversial, this has mainly been due to people's misunderstanding of the book.
- Has inspired a number of 20th Century writers and many artists say that they have been influenced by the book.

Lecture 14

The Decline of Britain in the 20th Century: The Soldier

by Rupert Brooke

❖ Britain in the 20th Century

- In **1922** the British Empire held sway over about **458** million people, one-fifth of the world's population at the time.
- The empire covered more than **33,700,000 km²**, almost a quarter of the Earth's total land area.
- By the end of the **20th** Century Britain's overseas possessions consisted of a few small islands and Britain faced big social problems.
- The two World Wars were very key to the decline of Britain.

❖ The 1st World War

- The **1st** World War was fought between **1914-1918** and is often called '**The Great War.**'
- It was one of the deadliest conflicts in world history with a minimum of **15** million people dying and maybe up to **65** million if the deaths from the major '**Spanish Flu**' epidemic are included.
- The war was fought between the powers of the '**Triple Entente**': France, The Russian Empire and Great Britain and the '**Central Powers**': Germany and Austria-Hungary.
- Italy, Japan and the USA joined with the '**Triple Entente**' and the Ottoman Empire and Bulgaria joined with the '**Central Powers.**'
- The war was mainly fought in France and Belgium in a system of trenches.
- In **1918** the '**Triple Entente**' defeated the '**Central Powers**' but in reality the war had damaged a large part of the European economy.

❖ The Trenches

- After early attempts to achieve victory the two sides fortified themselves in a long system of trenches across France and Belgium.
- From **1915** and **1917** millions of people died in attempts to break the '**stalemate**' of the trenches.
- The trenches have become a symbol of suffering and pointless death.
- Some Historians believe that up to **14** million men died or were wounded in the trenches or in battles to break the '**stalemate**'.

❖ The War Poets

- A whole generation of poets wrote about their experience during the **1st** World War and especially in the trenches.
- The most famous of these poets were: *Siegfried Sassoon*, *Wilfred Owen* and *Rupert Brooke*.
- A lot of our images of the suffering of the **1st** World War come from the writing of these poets.
- Have become romanticized because many of them died young.

❖ Rupert Brooke

- Was born in **1887** and died on **23rd** April **1915** at the age of **27**.
- Died of an infected mosquito bite on his way to the battlefield of Gallipoli in Ottoman Turkey.
- The Irish poet W.B. Yeats described him as '*the handsomest young man in England.*'



- A symbol of the 'waste of youth' of a whole generation because of the war.
- He wrote many poems but his most famous was 'The Soldier'.

❖ **The Soldier**

- One of the great poems of the 20th Century.
- Has been criticized for being pro-war and overly patriotic.
- It is contrast to many of the other war poets whose poems were anti the war.
- Thomas Hardy, a famous writer and poet, wrote a poem directly against 'The Soldier.'
- However, despite all this, it is a beautiful and inspiring poem and talks of many of the things we have studied in this course.
- It is a fourteen line sonnet.
- Brooke grew up in Warwickshire, in the centre of England.

❖ **The Soldier by Rupert Brooke**

1 If I should die, think only this of me:
 2 That there's some corner of a foreign field
 3 That is for ever England. There shall be
 4 In that rich earth a richer dust concealed;
 5 A dust whom England bore, shaped, made aware,
 6 Gave, once, her flowers to love, her ways to roam,
 7 A body of England's, breathing English air,
 8 Washed by the rivers, blest by suns of home
 9 And think, this heart, all evil shed away,
 10 A pulse in the eternal mind, no less
 11 Gives somewhere back the thoughts by England given;
 12 Her sights and sounds; dreams happy as her day;
 13 And laughter, learnt of friends; and gentleness,
 14 In hearts at peace, under an English heaven.

Italian sonnet – 14 lines

England is a happy blessed place
 Gentle with friendly people
 Police doesn't carry guns

❖ **Last assignment**

1. The capital of Ireland is:

- a. London b. Edinburgh c. Dublin

2. Ulysses is a _____ novel:

- a. short b. complicated c. boring

3. James Joyce was part of which literary movement?

- a. modernism b. romanticism c. realism

4. The 1st World War inspired a lot of:

- a. footballers b. playwrights c. poets

5. Rupert Brooke grew up in the _____ of England:

- a. center b. south coast c. north coast