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**A comparative study of gender and class dynamics in Victorian Britain
and Queen Elizabeth II**

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Presented by

Mrs. Rym Hind BERHIL

Supervised by

Dr. Fatiha Belmerabet

Board of Examiners

Prof. Mohamed Kheladi	Prof	President
Dr. Amel Rahmouni	MCB	Examiner
Dr. Fatiha Belmerabet	MCA	Supervisor

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Dedications

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Abstract

This study investigates the Victorian and Elizabethan periods spanning the 19th to the early 20th century, offering insights into the complex interplay of gender, class, and governance during these transformative epochs. Queen Victoria epitomized the Victorian era's ideals of femininity, emphasizing women's roles within the family and domestic sphere. In contrast, Queen Elizabeth II, one of history's longest-reigning monarchs, ascended to the throne in 1952, overseeing a period of significant change in Britain and the world. Over her six-decade reign, she modernized the monarchy while preserving its traditions. Understanding how Britain maintained its monarchical system in contrast to other nations opting for alternative forms of governance is a central inquiry. The dissertation comprises two chapters: one offering an overview of class structures, gender roles, and governance systems, and the other focusing on the Victorian and Elizabethan II eras, exploring the leadership of female monarchs and their perspectives on societal roles. The study seeks to unravel how a woman leading a family could effectively govern a nation and underscores the need to comprehend the monarchy's historical foundations, operational mechanisms, evolving context, and constituent elements.

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General

Introduction

Britain, a monarchy for centuries, has withstood significant historical challenges, including two wars and the opposition to Nazism, all while maintaining its wealth and status. The perennial debate about whether the monarchy is advantageous or detrimental has engaged thinkers, philosophers, and politicians throughout its existence. Over the centuries, the British Empire's power has undergone substantial transformation. England gradually evolved into Europe's most stable and prosperous nation during the Industrial Revolution, characterized by the widespread use of steam engines in mines, factories, and ships. Small towns expanded into bustling hubs of industry, but political power remained concentrated among the privileged elite, primarily the wealthy through commerce or inheritance. Great Britain adhered to primogeniture, prioritizing male heirs in royal succession, resulting in several reigning queens whose claims to the crown were sometimes disputed.

One of the most iconic and enduring monarchs in British history was Queen Victoria of the United Kingdom. Her reign coincided with a period of economic and imperial expansion known as the Victorian Era. Her early marriage to her cousin, Prince Albert of Saxe-Coburg and Gotha, and their seven children marked her personal life, while the Victorian British Empire exerted global dominance, albeit with varying forms of rule and influence. Victorian society was hierarchical, with gender and class serving as the most significant organizing criteria. Victorian gender ideology embraced the "doctrine of separate spheres," perceiving men and women as fundamentally different and suited for distinct roles. Men were seen as physically strong and concerned with reproduction, while women were considered weak and tasked with managing households and raising families. This ideology extended across social classes.

Queen Elizabeth II, born in 1926, succeeded to the throne in 1952. Her reign witnessed the transformation of the British Empire into the British Commonwealth and a gradual decline in the royal family's formal power and status amid scandals and divorces within her family. The Queen adopted a more

contemporary approach to the monarchy, allowing the televised portrayal of the royal family's private life and approving the formal dissolution of her sister's marriage in 1978. She favored simplicity in court life, displayed an interest in government affairs, and had a passion for horse racing, amassing considerable wealth.

The nineteenth century, particularly the Victorian period, marked a peak in the British Empire's history, with dominance in world trade and industrial and technological prowess. However, the twentieth century brought less glory and significant social and cultural changes. Political reforms extended suffrage to all men and women, leading to the emergence of the Labour Party as a representative of the urban working class and an increased role for women in politics. The 1960s ushered in cultural changes liberating women from traditional roles and shaping a transformed society.

To gain insight into world history and culture, reading literature from specific time periods is a valuable approach, as specialized history books may not appeal to everyone. This dissertation puts forward two research questions in order to explore the role of both monarchs in gender and class in British society during their respective reigns:

1. How did the shifting roles of Queen Victoria and Queen Elizabeth II influence the perception of monarchy and the British Empire's dynamics during their respective reigns, and what were the lasting effects of their leadership on British society and politics?
2. To what extent did the "doctrine of separate spheres" and Victorian gender ideology impact the social and political landscape of the 19th century British Empire, and how did the changing roles of women during the 20th century contribute to shifts in political representation and societal norms?

Chapter One:

Historical over view about

class and gender

1.1. Introduction

The nineteenth century, particularly the Victorian period, was a triumphant chapter in the annals of the British Empire. During this time, the British Empire held sway over global trade, and its industrial and technological prowess positioned it at the forefront of western expansion into the territories it colonized. However, the twentieth century witnessed a decline in Britain's glory, accompanied by essential social and cultural transformations.

In the realm of politics, reforms implemented in the late nineteenth century and the early decades of the twentieth century, notably the extension of the franchise to all men and subsequently to all women, brought about significant changes in the political landscape of the United Kingdom.

1.2. The Definition of Social Class

An asset or category of things possesses certain properties or attributes that distinguish it from others based on its kind, type, or quality. A system of organizing society divides humans into groups primarily based on perceived social or economic status. Social class, also referred to as class, is a group of individuals within a society who share similar socioeconomic status. Besides its significance in social theory, the concept of class, as a grouping of individuals with comparable economic circumstances, has been widely used in censuses and studies related to social mobility.

Sociologists define social class as the categorization of people based on their occupations. For instance, doctors, lawyers, and college professors have a higher social status compared to unskilled laborers. These distinct positions represent varying levels of power, influence, and wealth. In the past, an individual's social class would influence their opportunities for education, employment, and social interactions, including marriage. Today, this type of influence has diminished, with the notable exception of the royal family.

The term "class" gained widespread use in the early 19th century, replacing terms like "rank" and "order" to describe the fundamental hierarchical groupings in society. This shift reflected changes in the structure of Western European societies following the industrial and political revolutions of the late 18th century. Feudal distinctions of rank became less important as new social groups emerged, such as business and industrial capitalists, as well as the urban working class in new factories. These groups were often defined in economic terms, either by their ownership of capital or their reliance on wages.

Although the concept of class has been used to describe social groups in various societies, including ancient city-states, early empires, and caste or feudal societies, it is most commonly applied to social divisions in contemporary, industrialized societies.

Social class can be differentiated from status groups; the former is primarily based on economic interests, while the latter is defined by evaluations of the honor or prestige associated with an occupation, cultural position, or family background.

So, why does class matter and why do sociologists study it? It matters because it reflects the unequal access to rights, resources, and power in society, a phenomenon known as social stratification. Social class significantly affects a person's access to education, the quality of that education, and the level of achievement they can attain. It also influences one's social network, including the potential for valuable economic and employment opportunities, political participation and influence, as well as health and life expectancy, among many other aspects of life.

1.2.1. Class Structure

The term "class" can have various meanings depending on the context in which it is used. It can refer to a hierarchical organization within a society or region that divides people into different social groups based on various criteria, such as social, economic, or cultural status. In software development, a "class" is a template or blueprint for creating objects, and it is a logical entity declared with the class name. Classes in software do not consume memory when created; they are declared once and serve as templates for creating instances (objects).

In 1941, George Orwell, an English novelist, famously described England as the most class-ridden society under the sun. In this context, "class" refers to a societal division based on social, economic, and cultural status. In Britain, the social structure has traditionally been influenced by the concept of social class. The society was historically divided into a system that involved the hereditary transmission of occupation, political influence, and social status. Traditionally, Britain was divided into three distinct classes, whether one was a lord, an aristocrat, or simply a commoner. Classifying individuals in the UK can be a complex task, even for British citizens, and one reason for this complexity is the increasing fluidity of class boundaries.

Furthermore, the classification system in society is not uniform, and unwritten rules and perceptions can lead to different individuals considering someone as belonging to a particular class while others may not. Before the industrial revolution, British society was structured based on the type of family one was born into, which then influenced their occupation, social status, and political influence. However, this has gradually changed, especially with more people gaining access to education, particularly at the university level. While a significant portion of people in the UK still identifies with the class system, it is generally broken down into different groups. The fluidity and complexity of social class in contemporary society make it a subject of ongoing study and discussion.

1.2.2. Class System

Certainly, understanding British social classification is essential for comprehending issues related to social equality and diversity. Social classification is one of the factors that contribute to inequality and disparities in society. It encompasses aspects such as wealth, employment opportunities, and even social habits.

In the UK, social classification is often determined by factors like job income and other observable behaviors and characteristics. Additionally, people often make judgments about one's social class based on their family background and upbringing. The British society places significant emphasis on social stratification, which involves dividing society into different classes or categories based on various criteria. This form of grouping is more prominent and conventional in the UK compared to many other countries.

Interestingly, the wealthiest class in the UK is relatively small compared to the working class, highlighting the existing disparities in wealth distribution. Social class can play a significant role in determining the opportunities individuals have in various aspects of life.

In recent years, there has been a growing concern about the emergence of a new underclass in British society. This category is characterized by high levels of unemployment and a range of social issues often linked to poverty. The lack of access to resources and opportunities can create significant challenges for individuals in this group, leading to a cycle of poverty that can be challenging to break. Some individuals in this category may resort to high-interest loans, which can further trap them in a cycle of debt and financial instability.

Understanding and addressing issues related to social classification, inequality, and the emergence of an underclass are crucial for promoting social equality and diversity in British society. It requires comprehensive efforts to provide opportunities and support to individuals and communities facing economic and social challenges.

1.2.3. The Division of Class in Britain

Class in Britain was once perceived as a relatively straightforward concept, at least that's what people thought. It was often divided into three main categories: upper class, middle class, and working class. It was believed that individuals could determine their place within this system as if guided by some mysterious sixth sense. As the tall John Cheese famously declared to the less-tall Ronnie Corbett in the well-known 1966 "Satirical Television Sketch," designed to illustrate class attitudes in Britain, or perhaps attitudes toward class, "I certainly look down on him because he's upper class."

Since the advent of industrialization, however, this classification system has undergone significant revisions. It is no longer as rigid or essential, and many individuals may go about their lives without giving it much thought. While not as paramount as it once was, class distinctions still exist and do matter to some extent.

Traditionally, British society was divided into three main classes:

Upper Class: This class comprised the ruling elite, closely aligned with the monarchy and the landed gentry. Social status in this class was often linked to family ancestry rather than wealth.

Middle Class: The middle class included individuals such as doctors and solicitors who were considered to have wealth but might not necessarily have been seen as possessing "good breeding." This class began to emerge with industrialization and the growth of professions.

Working Class: The working class, as defined by Marx in the 19th century, consisted of individuals who provided labor but did not own the means of production. They were often associated with lower economic status and manual labor.

In contrast to countries like the United States, where wealth and celebrity status often played a more significant role in defining social hierarchy, in Britain, class was frequently associated with family ancestry. It was not uncommon for aristocratic families to be financially strained while maintaining their higher-class status, contrary to popular belief.

The Industrial Revolution and global trade led to the rise of the middle class, as industrialists and entrepreneurs established businesses and companies. However, it wasn't until the late 19th century that the working class began to identify itself as a distinct political force.

Both the working and upper classes have, at times, tried to disassociate themselves from the majority of the population, many of whom identify as middle-class, even if they work in less prestigious positions and earn lower salaries. This disconnect has led to disaffection with politics, with a significant percentage of people not feeling adequately represented in elections.

While the significance of social class in Britain may have diminished compared to the past, it still plays a role in shaping societal perceptions and opportunities, whether individuals are consciously aware of it or not. Class remains a significant aspect of understanding British society and its dynamics.

1.2.4. Class Structure in Britain

Class structure in Britain has historically been based on various factors, including sources of income, power, authority, wealth, religion, education, living conditions, lifestyle, and culture. It was a system where socializing with individuals from a higher class often required an introduction.

Social class is a division or categorization of society based on factors like economic power, financial status, values, beliefs, and shared experiences. It has been categorized into various classes, including upper class, middle class, and working class, with more recent terms like upper-middle class and lower middle class emerging. Occupations have also played a significant role in class distinctions.

Social mobility in England has allowed individuals to move between classes, although it has not always been easy. While the upper class traditionally had more advantages, the introduction of education and other factors has increased social mobility.

In the past, class could often be determined by clothing, manners, and appearance. Regional accents also played a role in class identification, with working-class individuals typically speaking with regional accents, the middle class adopting a more standard British pronunciation, and the upper class having a distinctive clipped accent.

Education has played a significant role in class distinctions, with upper and middle-class individuals often receiving privileged education in prestigious institutions like Oxford and Cambridge. Housing has also been a measure of social class, with homes in middle-class areas typically more expensive than those in working-class areas.

Religion, particularly Christianity, has been a significant belief system in Britain. While the Church of England is the national church, there are various Christian denominations, with Anglicans often associated with the upper class and the Salvation Army with the lower class.

Despite changes over the years, class differences still exist in Britain. A 2013 survey introduced seven new classes, ranging from the poorest and most disadvantaged to the elite. These new classifications take into account economic, social, and cultural indicators and show that class boundaries are more fluid than in the past, with people moving between classes.

In summary, the concept of social class in England has evolved over time and continues to influence people's lives, impacting their education, housing, and social

mobility. Class distinctions may be less rigid than in the past, but they still play a significant role in British society.

1.3. Gender

Gender refers to the elements of female guys, ladies, and boys that are socially developed, which encompasses norms, behaviours, and roles associated with being a lady, man, woman, or, as of right, as relationships with each other. Gender varies from society to society, is now no longer the equal in all cultures, and alternates over time; gender is incredible from intercourse which refers to the fantastic herbal and psychological characteristics, it influences how human beings quite up conscious of themselves and every other, how they act and engage, and the distribution of electrical electricity and property in society. Communities and societies create social norms of behaviour, values, and attitudes that are deemed gorgeous for guys and ladies; these roles are assigned with the resource of performance of social standards as a preference over biological. For example, childbearing is a girl intercourse characteristic due to the fact that the actual man cannot bear kids. Although every man and lady can have kids, these duties are socially assigned.

Mainstream western ideas have been headquartered on the questioning of gender as binary, with masculinity and feminism serving as mutual opposites, .but distinctive cultures see gender as fluid or describe gender as a spectrum then once improved than a set of fantastic types. Nevertheless, there are, in addition, no regarded societies that have no thinking of gender.

The stimulated structural approach is aware of human habits as section of structures that assist preserve society geared up and functioning; from this thing of view, fashion is a functionality of organizing society into exquisite roles that comp lent every and every different, some anthropologists have argued the hunter-gatherer societies originated the questioning that guys are agencies and ladies take care of the domestic, guys had been bodily sturdy which made it masses a lot much less challenging for them to take on prominent aggressive, self-sustaining roles, like searching or conflict, and these roles grew to entice up institutionalized even as rapidly as bodily electrical power used to be as swiftly as no longer necessary for many jobs, it used to be taken

for granted that guys would be the breadwinners and female would care for youngsters on the one-of-a-kind hand there are holes in this theory.

The manufacturer manufacturer-new anthropological work proposes that gathering, fishing, and small mission looking, all of which had been carried out with the aid of capability of women, carried out a lot of significant roles in providing elements in these societies. The sociologist Alcott Parsons argued that boys and ladies are socialized to take on characteristics that are complementary to every other, to make it a lot a superb deal less challenging to keep stable, productive household units, person's questioning used to be as rapidly as that prosperous household needs human beings to have complementary intelligence sets. Gender presents us with a way of pairing off these skills. Society, in flip, encourages gender conformity by way of the capability of making human beings experience that they have to shape these melds if they choose to be romantically appropriate and with the aid of the helpful way of in addition instructing people to reject those who go nearer to these gender norms. Though this idea used to be in the mid-twentieth century, it has fallen out of favour for a few motives.

1.3.1. Gender Division

The concept of social division, often observed as natural and unchangeable, is prevalent in societies worldwide. It is rooted not in biology but in social expectations and stereotypes. Social division involves the act of separating a large unit into two or more distinct parts, often based on various criteria.

Gender division in society is primarily based on the historical division of labor between men and women and is a product of stereotypes, patriarchy, and societal norms. It leads to disparities between genders in various aspects, including the labor market, corporate world, opportunities, pay, career progression, and benefits.

Historically, women in Western societies were responsible for most household chores and childcare, while men worked for pay outside the home. However, women's participation in paid work has significantly increased over time. Today, most women

worldwide are employed for pay, a change that would have been difficult to imagine after World War II.

Emile Durkheim's theory on the division of labor emphasized the impact of changes in the division of labor on society. He identified two types of social solidarity: mechanical, based on sameness and interdependence, and organic, based on specialization and interdependence. Changes in the division of labor can alter the nature of society and individuals' daily lives.

The division of labor, or specialization, plays a crucial role in societies. People specialize in certain tasks and rely on trade to obtain what they do not produce themselves. This specialization leads to increased productivity and efficiency.

Adam Smith's example of pin manufacturing illustrates the benefits of specialization. By breaking down the production process into distinct steps and having workers specialize in those steps, overall productivity and output increase significantly. Specialization, or the division of labor, leads to greater efficiency in production.

Karl Marx, on the other hand, viewed the division of labor differently. He argued that it could lead to alienation and the degradation of workers, particularly when they become less skilled due to repetitive tasks.

In addition to the economic division of labor, there is also a gender-based division of labor, which contributes to gender inequality. This division is influenced by cultural beliefs about gender roles and can perpetuate inequality in society. Interactions between men and women occur within the structural context of unequal power dynamics, and small group interactions often reinforce gender differences.

Cultural beliefs about gender and structural roles shape interactions, and these interactions, in turn, reinforce or challenge cultural beliefs about gender. Rapid socioeconomic changes can alter the constraints on gender interactions and may lead to changes in societal beliefs about gender over time.

In summary, social division exists in various forms, including gender division and economic specialization. It is influenced by cultural beliefs, power dynamics, and historical factors. Understanding these divisions is essential for addressing issues of inequality and promoting social change.

1.3.2. Gender Position

European and American women in the past lived in an era marked by significant gender inequality. They had limited rights and were restricted in various aspects of their lives. During this period: Women were denied many rights, including the right to vote, the ability to sue or be sued, and the capacity to testify in court. They also had limited control over personal property after marriage and were often not granted custody of their children in cases of divorce.

Women were generally expected to be subservient to their fathers and husbands. They had limited career options, with middle- and upper-class women primarily staying at home to care for their children and manage household affairs. Lower-class women, on the other hand, often worked outside the home but were typically employed in poorly-paid domestic service roles or in factories and mills.

Throughout most of the 19th century, families often worked together, sharing farming responsibilities or engaging in small-scale family-owned businesses to support themselves. In many cases, men were considered the primary breadwinners, while women were expected to remain at home to raise children, manage domestic chores, and create a welcoming environment for their husbands.

Scholars generally agree that this era witnessed a growing gender divide, with women being confined to a narrowly defined sphere of domestic and moral responsibilities. In the early 20th century, women's employment opportunities expanded to include work in textile and clothing factories, coal and tin mines, trade, and agriculture. Many women were employed in small industries, such as shirt and nail manufacturing and shoemaking, often working long hours for low wages, particularly in what were termed

"sweated industries." These industries were characterized by poor working conditions and low pay, contrary to common belief.

1.4. Conclusion

In this chapter, we have delved into the intricate concepts of class and gender in British society during a particular historical period. We examined how individuals were categorized and divided based on these social constructs and the systems that governed their lives. Durkheim's perspective on the interplay between these two dimensions provided us with valuable insights into how class and gender influenced the lives of both men and women.

In British society, class played a pivotal role in determining one's socioeconomic status and opportunities. It was a hierarchical structure that classified individuals into distinct categories, such as the upper, middle, and working classes. The division of labor and specialization within society was greatly influenced by one's class, and this had profound consequences for individuals' lives. Class was not only an economic division

but also shaped one's access to education, political influence, social circles, and even health and life expectancy.

Gender, too, was a fundamental aspect of social identity in this historical context. British society adhered to strict gender norms and expectations, which assigned specific roles and responsibilities to men and women. Women, in particular, faced significant challenges and constraints, as they were expected to fulfill traditional roles as homemakers and caregivers. Their opportunities for education, employment, and social mobility were limited compared to men.

Durkheim's perspective on the combination and interaction between class and gender highlighted the complexity of this social landscape. Both men and women shared a common existence within society, but their experiences were vastly different due to their gendered roles. Women often endured more hardships, but men were typically granted priority in various aspects of life.

In conclusion, our exploration of class and gender in British society provides a nuanced understanding of how these social constructs shaped the lives of individuals during a specific historical period. Class and gender were not isolated factors but were intricately intertwined, influencing access to resources, opportunities, and the overall quality of life. This chapter has shed light on the disparities and challenges faced by individuals based on their class and gender, offering valuable insights into the social dynamics of the time.

Chapter TWO:

*Between the Victorian and
the Elizabethan II age*

1.1. Introduction

The 19th century could duly be called the English century, just as the following era could be called the American century. The 19th century belonged to England in every way. England ruled the waves, and at home, industry was burgeoning. The prosperous and diligent Victorians represented the cutting edge of enterprising and innovative industry – roads, postal services, steam vessels, spinning machines; it all happened in 19th century England, the "factory of the world." The New Elizabethan Era is the term used to refer to the period of the reign of Queen Elizabeth II. Many British people were hopeful that her ascension to the throne would usher in a new age of success for the United Kingdom and the Commonwealth. With hindsight, however, parallels have been made between the two eras, and the use of the term "Caroline Era" has brought it back into vogue. Some people see the period as being characterized by the rise of feminism. For instance, the first female Prime Minister, albeit controversial, came to office during this time. Another aspect of the period is the dominance of culture by the baby boomers and the rise of youth culture.

1.2. Victorian Period 19th-C

British Empire passed through different ages. The Victorian era of British history was the period of Queen Victoria's reign from 1837 until her death in 1901. It was a long period of peace and prosperity. During that time, Britain was the most powerful nation, and it witnessed the expansion of the British Empire as well as political and social reforms. Men and women during this era sought an ideal relationship based on the expectations of a demanding society. If a man or woman did not possess the qualities desired by Victorian society, the opposite sex might have dismissed the person as an unsuitable mate.

Queen Victoria is the great-grandmother of Queen Elizabeth II, Britain's Diamond Queen, who has ruled for longer than any other monarch in British history. She has met more people than anyone else on the planet. Public support for a traditional division of gender roles within the home and the workplace has declined substantially over the last decades, driven in part by generational replacement. Even though dual-earner households are now the norm, it is wrong to think that the gender role revolution is anywhere near complete.

A young woman of personality and charm, Queen Victoria was influenced by the prudery of the time. Some say the queen often used the expression "we are not amused" whenever a conversation took an inappropriate turn. Language, in particular, reflected the uptight prudishness of the era. Since it would be improper to refer to body parts, a family at the dinner table would be embarrassed to ask for a thigh or a breast from a plate of chicken.

The Victorian era is named after Queen Victoria, who became queen of England in 1837. It was a period of great advancement in many important spheres such as medical, scientific, and technological knowledge, along with population growth and urban development. The British Empire was expanding and at its height, with many countries under its reign. It was growing geographically, commercially, and politically as one-third of the world's financial and commercial transactions were carried out in Britain. At that time, there was political stability and strict cultural norms.

Queen Victoria had a profound effect on the nineteenth century. Many events occurred during her reign in England and in the rest of the globe. Many places within the British colonies were named after her. Even though the nineteenth century is often referred to as the Victorian era or Victorian England, she was not the sole reason why the age was so successful in England.

Living within the Victorian era was exciting due to all the new inventions and the pace of change and progress, but it was a tough time to live in if you didn't have much money. Even very young children had to work if their family needed them to. However, life had improved significantly for people by the end of the Victorian era. Laws were put in place that made working conditions somewhat better in factories and mines, which stopped young children from working by requiring them to go to school instead. More people were living in cities, but hygiene and sanitation were more important due to people like Florence Nightingale.

People in the Victorian era began to use electricity for the first time and to listen to music by playing records on the gramophone. Steam trains made travel much easier, and wealthy people began to go on holidays to the seaside in places like Blackpool and Brighton. There was a significant difference between the rich and the poor in Victorian times. Rich people could afford many treats like holidays, fancy clothes, and even telephones when they were invented. Poor people, even children, had to work hard in factories, mines, or workhouses. They didn't get paid much money. By the end of the Victorian era, all children could go to school for free. Victorian schools were very strict – your teacher might even beat you if you didn't obey the rules.

Even people would have used candles and oil or gas lamps to light their homes and streets. By the end of the Victorian era in 1901, electricity was available, and rich people could have it in their homes. Poor people could work in mines, mills, factories, or workhouses. Whole families would sometimes have to work so they would all have enough money to buy food. Rich people didn't have dangerous jobs like these. In fact, some didn't even have to work. They could afford to buy the new inventions taking off, like the telephone, the gramophone (for playing music), and light bulbs. Rich Victorians were the first to go on

seaside holidays – some of the places they'd go are spots where we still holiday today, like Blackpool, Brighton, and Southend. Children in poor families would have jobs that were best done by people who weren't very tall. They had to crawl in small spaces in mines or underneath machines in textile mills. It was very dangerous. Victorian children loved it when their mum and dad let them see a slide projector show. This was a slideshow of images that told a story – the machine that showed the images was called a slide projector. Almost all families in Victorian times – except the very poor ones – would pay people to be servants who would do their household chores for them. This included cooking, cleaning, washing, and even serving dinner. Women who were servants were called maids, and men were called footmen. The head servant would be a person called a butler. There was a rule for everything in Victorian times – even about the types of garments you'd wear in the morning or evening, and when in the city or in the countryside!

All men wore hats in Victorian times (rich men wore top hats, poor men wore caps). When a person wanted to say hello to a lady, it was customary to tip the brim of their hat down and then push their hat back onto their head. It was considered impolite if a man spoke to a lady he didn't know without someone else introducing them first. Children always had to say 'hello' and 'goodbye' to their family members whenever the child came in or went out of a room. Try doing that for every day in your home. Children weren't allowed to shout, complain, interrupt, or trouble anyone. They had to do as they were told and be cheerful and quiet all the time. Many Victorians believed that women and men had very different bodies and skills, meaning they were suited to different types of labor. They assumed that men had strong muscles and could think more rationally than women. So they thought that men were better suited to hard physical labor (such as coal mining) or to professional work requiring a lot of learning (being a doctor, for example). They also believed that women were physically weaker, with less brainpower, but that they were good at emotional things like showing sympathy and kindness.

1.3. Class during the time of Queen Victoria: (upper,middle,working class)

During the Victorian period, there were different groups or classes of people. Having a ruler for such a long time had a couple of important effects on the people living in the British Empire. It provided political stability; there were seven different kings in Germany and eighteen presidents in the United States. The people of the British Empire appreciated the consistency of having just one ruler in charge for such a long period, and that encouraged people to seek stability and order in their daily lives, including the way people acted and interacted in society. A strict set of social norms was created, and people were expected to observe them. If you did not follow these rules, you could expect to be rejected by your peers.

During that era, identity was made up of three things: race, gender, and class, and these factors affected people's daily lives. Victorian gender ideology was premised on the doctrine of separate spheres, which stated that men and women were different and meant for different things. It was organized hierarchically. Race, religion, region, and occupation were all meaningful aspects of identity, but the main principles of this age were gender and class. Men were seen as physically strong, participating in politics and paid work, while women belonged to the private sphere and were meant to run households and raise families, thought to be naturally more religious and morally finer than men (who were supposedly distracted by sexual passion, from which women were supposedly untroubled).

People sought order, believing that everything on Earth had its own place and that some things were more valuable than others. Staying with the idea that everything had its place, people living in the Victorian age believed that men and women had their own place. For a variety of reasons, a woman's place was in the home because she was seen as more nurturing, kinder, and sweeter than men. So, the theory went, the best place for a woman was to stay in the home, keep it clean, and raise children. Men, on the other hand, were considered meaner and tougher, so their position was in the outside world, facing the harsh realities of the difficult worlds of business and politics. Those areas had no place for a woman; it was considered inappropriate for a woman to go out in public by herself. If she had to go out, she should be accompanied by a man, preferably her husband, father, or brother, to protect her.

Communities in the Victorian era worked hard to establish clear divisions between people of different socioeconomic classes. The upper class was the wealthiest citizens, often those who were born into positions of privilege. The middle class included professional men like lawyers, doctors, and business owners and their families. They were financially secure but perhaps not as well off as the upper class and were not descendants of aristocratic families. The working class was made up of people who were trying to get by on a daily basis, including men, women, and children who worked low-paying jobs and struggled to afford basic necessities. In Victorian society, efforts were made to establish clear divisions between these classes, and people of different classes often lived in different neighborhoods.

The expansion of the middle class during that time was due to the rapid growth of cities and the economy. The large-scale growth of new industries such as railroads, banks, and government meant that more labor was needed to ensure the cities could function. Moreover, the middle class was also divided into two categories: higher level and lower level. People from the lower middle class typically worked for those in the higher level (Victorian England social hierarchy). The working class consisted of unskilled laborers who worked in brutal and unsanitary conditions. They did not have access to clean water, food, education for their children, or proper clothing. Often, they lived on the streets and were far from the work they could get, so they would have to walk to their workplaces. Unfortunately, many workers resorted to the use of drugs like opium and alcohol to cope with their hardships.

The underclass was helpless and depended on the support of others. The poor and young orphans relied on donations to survive. Some women who were unskilled and could not find any jobs became prostitutes in order to make a living. After a woman married, her rights and property ceased to remain her own; everything that she owned now belonged to her husband, including her body. Social classes were a very big part of society during this time. Class controlled where people lived, their lifestyles, jobs, and education. It was also very difficult, if not impossible, to switch from one class to another.

There were a limited number of professions and positions that granted access to the celebrated aristocratic class, including spiritual lords, the royal lineage, and great officers of the state. The middle class consisted of skilled workers. Although it may seem like these people would make less money, some were as wealthy as aristocrats. Citizens of this class worked in jobs that required training or education, such as being a doctor or lawyer. The lower class was at the bottom of all the classes and was generally associated with poverty. The working class was made up of unskilled factory workers who earned low wages and were numerous in number. Some labor occupations included sweepers, laborers, seamstresses, and miners. Although most of the class was poor, the poorest among them were homeless, unemployed, and living on the streets. Sometimes, they lived in community housing, which offered little to no rent housing for people in their situations.

The poor were often looked down upon and seen as a disgrace. There were also those below the social classes who were still respectable, such as the underclass, the unemployed, the homeless, petty criminals, thieves, pickpockets, beggars, and prostitutes. The ideal for middle-class women was to remain at home and fulfill their roles as wives and mothers. They would generally not do any manual labor within the household, as the middle class had servants who did the actual housework. Thus, they weren't housewives in the way we think of them today, but they were wives and mothers. They would run Victorian inventions like the external-combustion engine, and innovations like steel-making led to machines that could produce many identical items simultaneously. Factories were full of machines like these, and while it used to be that one person would be a weaver and make cloth, machines could now do this job instead, producing cloth that didn't cost as much.

The machines needed care, and factory owners needed people who could do this and take care of other small jobs around the factory. Since factories were usually built in large towns and cities, and people needed new jobs, the public moved to where the factories were. By the end of the Victorian era, half of the people living in Britain lived in cities. This meant that cities were crowded and dirty. If you were poor and couldn't afford to live in a very nice place, it was easy to get sick.

Jobs that people had in Victorian times included traditional ones like lawyers, doctors, teachers, and vicars, but there were also other jobs like engineers who were needed to build bridges, buildings, and machines, miners to extract coal, iron, and tin, mill workers to keep machines running and produce textiles, and farm workers to tend and harvest crops. Steam engines needed coal to run them, so mining coal was important. Working in coal mines was hard, and sometimes entire families would work just to earn enough money. There were also mines for iron and tin in various parts of England.

Only poor people worked in factories and mines, and both were pretty unhealthy places to be. The air would be thick with dust from the mines or from the cotton being spun for cloth, and working hours were long. Men, women, and children all had to live separately, so families couldn't stay together. The food wasn't very good, and children weren't taught how to read and write. Everyone had to wear the same uniform, and breaking any rules would result in strict punishment. If you were rich, then life was completely different. Rich Victorians lived in large houses that were well-heated and clean. Children received a good education, either by going to school or having a governess who taught them at home (this is typically how girls were educated). Wealthy people could also afford to buy beautiful clothes.

All women in Victorian times wore dresses with long skirts, but rich women could afford the latest fashions that required special undergarments to wear properly. They wore dresses that needed hoop skirts underneath to make the dresses billow out in a dome shape around their legs. Alternatively, they wore skirts that lay mostly flat but poofed out a little around their bottom; this was called a bustle. All men, whether rich or poor, wore waistcoats. Rich men also wore top hats and carried walking sticks. Work, it might be argued, is one of the great overlooked subjects of British fiction, always in the background, always necessary, sometimes fervently desired, at other times roundly disdained, frequently a source of tension and unhappiness, but rarely conceptualized, deconstructed, or otherwise considered as one of the key influences on our inner lives.

Naturally, there are good reasons for this: one of them is sheer heredity. Victorian novelists were habitually uninterested in what their characters were doing for a living. When money

turns up in a Dickens' novel, it tends to fall out of the air into the hero's lap; the processes by which it is earned are entirely beyond his scope, together with any real knowledge of what happens on a shop-floor or in barristers' chambers. — D. J. Taylor, "Worker bees," Times Literary Supplement (18 & 25 December 2015), 3

"When it is considered that most of the objects of desire and even the means of subsistence are the product of labor, it is evident that the means of insuring labor must be provided for as the foundation of all." — James Mill, Essay on Government

1.4. Gender: Male and Female

During the Victorian period, significant differences persisted in society, particularly concerning gender roles. As Moran notes in "Victorian Literature and Culture" (2006), "in Victorian culture, women were idolized, protected, and oppressed" (Moran 35), and their innocence, purity, and maternal instincts were not only prevalent in literature but also in artworks (35). While there were changes throughout the 19th century, the traditional Victorian ideal of womanhood remained centered on marriage and the home. Women were expected to uphold moral and domestic values, and young girls, before marriage, were expected to maintain an air of innocence (Harrison 157-183). However, it's important to recognize that women's experiences varied significantly among different social classes, distinguishing working-class women, middle-class women, and upper-class women.

As described by Calder in "The Victorian Home" (1977), middle and upper-class women were not particularly active. They spent most of their time at home, overseeing their servants and engaging in needlework. However, in the latter half of the 19th century, it became evident that even middle-class women might need to earn their own living. Consequently, they often made great efforts to secure advantageous marriages to avoid such a fate (Calder 22).

The lives of middle-class women were largely shaped by the concept of "the philosophy of the separate spheres." According to this philosophy, women were deemed best suited for the "domestic sphere," while men were seen as better suited for public life, more prestigious professions, and active roles (Moran 35). In households with only one servant, women had

limited free time as the servant handled the most arduous and dirty tasks, leaving the woman responsible for the rest, including caring for her children (Calder 23). Upper-class women were expected to remain at home most of the time, as being seen alone on the streets could lead to assumptions that they were prostitutes or belonged to a lower social class (Nead, "Women and Urban Life in Victorian Britain").

Darwin's views during this era reinforced certain stereotypes, suggesting that men possessed greater physical strength, worked harder, and were more powerful. Men were often portrayed as ambitious and sometimes selfish, while women were considered more beautiful (Darwin in Plunkett 88-89).

However, later in the Victorian period, particularly among middle-class women, there arose an expectation of more than just child-rearing and household responsibilities. Middle-class women played significant roles in charitable activities (Morgan 493). Given the prevailing stereotypes, it is not surprising that women, especially middle-class women, often took prominent roles in various public reform movements, inspiring other women to advocate for their rights. Despite facing numerous disadvantages, they tirelessly sought to raise public awareness about their lives, often using the press as a means of communication (Allen 415).

1.4.1. Male and Female Position

In the latter half of the Victorian era, the status of women began to improve. In 1857, the Matrimonial Causes Act was passed, making divorce easier to obtain, although it still required evidence and was expensive. Women couldn't divorce their husbands due to adultery, but men could. Tyranny was often cited as a reason for divorce, but even after the new Divorce Act of 1878 was approved, it remained challenging for women to escape difficult marriages (Moran 38).

From 1878, women in Britain gained the right to take full degree courses, and in 1882, they obtained some rights over their property that they had owned before marriage. By the end of the Victorian era, women were also allowed to participate in some sports (Moran 38).

Generally, women's lives in the Victorian era were challenging due to the prevailing prejudices and gender stereotypes that promoted the idea of men's superiority. Even as the 20th century approached, women were still considered inferior beings, although they had gained some rights and were becoming stronger individuals.

The idealized Victorian woman was expected to manage the household, hire and fire servants, and educate the children. The Victorians also placed great emphasis on motherhood, with women expected to create a nurturing home environment, provide a good education for their children, and offer a loving and contented atmosphere for their husbands to return to after a day's work. However, the reality was often quite different. In 1851, half of Victorian women were in paid employment, with many working in factories. This included working-class women who often worked as domestic servants, making it the second most common job for working-class women. Women in this class also became skilled laborers. There was always the risk of a working woman being seduced, losing her job, and falling into the underclass, where she might turn to prostitution. While the late 18th century had somewhat accepted prostitution as a necessary evil, the Victorians viewed it as a social evil and attempted to regulate or eradicate it (Calder 138).

Middle-class women had limited options to earn money without losing their class status. They could become governesses or teachers at girls' schools, serve as companions to women who needed someone to read to them, or become professional writers. However, most of these jobs would lower their social standing. It was generally expected that women didn't need to work (Calder 138).

The social classes played a significant role in Victorian society, impacting people's lifestyles, jobs, and systems. Opportunities were limited for Victorians based on both their class and gender. Social hierarchies existed in all societies, and British society was no exception. While class mobility was possible, it often occurred over generations, and changes in social status were gradual (Calder 138).

In conclusion, the Victorian era witnessed significant changes in women's roles and rights. While women initially faced many challenges and stereotypes, progress was made toward

greater gender equality. The Victorian period left a lasting legacy on society, influencing the roles and expectations of men and women.

1.5. Elizabethan Period: The Early 20th

The Britain of the year 2000 was unimaginable at the top of the Victorian era in 1901. The 20th century saw two world wars catalyze enormous social change across the country, including dramatic enhancements in health and education. The motor car stormed through town and country, transforming both, and Britain no longer ruled a third of the earth.

The study of 20th-century Britain begins with the death of Queen Victoria in 1901, bringing an end to the rule of one of the longest-reigning monarchs in British history. Victoria served as a logo of British unity, prosperity, and virtue, ruling during a period of imperialism and colonialism and noteworthy scientific discovery and achievement. Her reign was mentioned because of the Victorian era.

The 20th century brought significant change within the aftermath of two great wars. World War I (1914–1918) introduced the horrors of recent mechanized (and chemical) warfare, decimating a generation of young British soldiers. Postwar was followed by a protracted period of economic depression, high unemployment, and civil unrest, together with a pervasive sense of fragmentation, dislocation, and melancholy. Britain entered World War II in 1939, rallying under new Prime Minister Winston S. Churchill to avert a German invasion and occupation the subsequent.

Elizabeth, Britain's current and longest-reigning monarch, ascended to the throne in 1952. She presided over a period of frequent political change within the UK, as Labour governments alternated with Conservatives in a battle of differing political and economic ideologies. After a decade of major strikes by dock workers, postal workers, coal miners, and others within the 1970s, British voters elected Margaret Thatcher of the political party as Britain's first woman prime minister in 1979.

The twentieth century also brought important social and cultural changes. In the first place, the political reforms implemented during the last years of the 19th century and also the early decades of the 20th century—above all the extension of the franchise to all males, and

so to all women—brought about significant changes within the political landscape of the country. One of them was that the party emerged because the representative of the urban working classes. Another one was that women gained an increasingly prominent role. After the suffragist movement, the cultural change led to by the sixties also had a very important impact within the way women were liberated from the normal roles that had been ascribed to them and became more prominent in politics and in society generally.

There were two sides to the 20th century. On the one hand, there were severe recessions within the early 1930s and within the 1980s and 1990s. There were also two terrible world wars. On the opposite hand, there was an enormous improvement within the standard of living of ordinary people. Life expectancy also rose. In 1900 in Britain, it had been about 47 for a man and 50 for a lady. By the top of the century, it had been about 75 and 80. Life was also greatly improved by new inventions. Even during the period of time of the 1930s, things improved for many of the people that had employment. Real incomes rose significantly during the last decade. The identical was true of the 1980s.

Elizabeth was born on 21 April 1926, at 17 Burton Street, Mayfair, in London. She is the daughter of Prince Albert, Duke of York, later King George VI, and woman Elizabeth Bowes Lyon. She was baptized on 29 May by the Archbishop of York, Cosmo Lang, within the private chapel of the palace. The total name of the princess is Elizabeth Alexandra Mary Windsor, after her mother (Queen Elizabeth), her grandmother (Queen Mary), and her great-grandmother (Queen Alexandra), and was called "Lilibet" by close members of her family.

The Princess had an in-depth relationship together with her grandfather, who was King George V of England. She always had an attitude of responsibility and orderliness. Churchill was amazed by these characteristics. Garry Toffoli and Arthur Bluefield reported in their book that the Princess grew rapidly and that national leader met her in 1928 when she was two and a half and located her "a character." He said that "She has an air of authority and electiveness astonishing in an infant."

Elizabeth was born into a traditional world of wealth and privilege that had continued practically unchanged since her own parents' childhood. At her birth, her grandfather was the Monarch, so she automatically held the title of a British princess, Her Royal Highness Princess Elizabeth of York. She was third within the line of succession to the throne, after her uncle Edward (Prince of Wales) and her father. Nobody could have imagined that she would ever become Queen. But when her grandfather died, her uncle King of Great Britain (1953) was imagined to become the new King. Edward chose to marry a twice-divorced woman and gave up the throne. He abdicated and, consequently, Elizabeth's father, George VI, became king, and Elizabeth became heiress presumptive, at only ten, though she was never granted the title of Princess of Wales because if her father ever had a son, he would have the priority over her. It was becoming clear that Elizabeth was the apparent heir to the throne; her parents were already training her for the day when she would be at the pinnacle of the monarchy, and her education was taken more seriously.

As the princess grew older, she began to require part publicly life together with her parents, accompanying them on their tours within Britain. In 1943, she began to do her first solo public engagement. Since that point onwards, Elizabeth's official duties increased. In 1944, the Princess was appointed a counsellor of state during her father's absence (who was on a tour of the Italian battlefields); for the primary time, she experienced a number of the duties of Head of State and Monarch. She also made her first official visit abroad in 1947 when she accompanied her parents on a tour of African country.

1.6. Class during Elizabeth II Period: Working, Middle, and Upper Classes

For an extended time, the Labour Party has been viewed as a coalition of the working class and the liberal bourgeoisie. The essential purpose of the sudden outpouring of class analysis is to determine whether this coalition has finally been divided. British society changed greatly during the 20th century. In 1914, only about 20% of the population was working class. By 1939, the figure was about 30%. In the late 20th century, the number of blue-collar or manual workers declined rapidly, but the number of white-collar workers in offices and service industries increased rapidly. There was another change in British society as well. In the late 20th century, divorce and single-parent families became far more common. Also, in the 1950s, youngsters had significant income for the first time. At home,

British life was stratified into a class system. The upper and socio-economic class people were often seen as believing that the lower classes were dirty and inferior, although they were prepared to use them as servants. There were over two million servants in Britain at the turn of the century.

Sociology possessed a conceptual toolkit that could handle the major changes in Britain's social organization through the post-war period and could identify the drivers of change, except at both ends of the class structure. Full employment and the welfare state were supposed to have eradicated a rough underclass, and the study of those who were falling through the nets was left to policy experts. The formation of a class system that had begun a century before was reaching its zenith in the 1950s, and the link between class and voting was then at its strongest ever. The working class was declining as a proportion of the population, due to globalization, as the industrial jobs that were lost were largely replaced by growth in middle-class employment. School leavers entering the workforce in the post-war decade rarely entered "jobs for life," and job changing became more frequent. People moved for better pay, more interesting work, to be closer to home or transport, or simply for a change. Towards the end of their working lives, very few were in the same occupations that they had entered as teenagers. Inequality was narrowing between working and middle-class jobs, between skilled and other working-class jobs, and between youth and adult earnings.

Working-class families were able to move from privately rented terraced houses into newly built council houses or owner-occupied semi-detached dwellings. However, difficulties in sustaining working-class careers became increasingly common during the 1970s due to closures of entire shipyards and car plants that had been the main sources of local employment.

The concept of class remains important, but the traditional distinctions between upper, middle, and working class no longer hold true. The class structure has become more complex, with a growing disparity in wealth and power between the elite and the precariat. While the super-wealthy elite now represents about 6% of the population, the traditional

working class and the precariat have suffered the most in terms of both relative and absolute wealth.

Despite these changes, issues related to class still persist in Britain. The Cabinet of David Cameron, who went to Eton and Oxford, is dominated by ministers who were educated at top public schools and attended Oxbridge Universities. This has led to public perception that they are unsuitable and unqualified to make decisions on cuts in public services such as health and education. Cuts in public spending have affected education in the state sector, widening the gap between state and private education. Rising university tuition fees have also deterred many students from poorer backgrounds from pursuing higher education.

Britain's professions are becoming less diverse, particularly in the context of a global economic downturn. The recent riots in some English cities in 2011 were partly attributed to frustration among young people due to lack of opportunities and widening social and economic divisions. Efforts are being made to improve social mobility, but challenges remain in creating a fair and equal society.

1.7. Gender Division during Elizabeth II Period Early 20th C

In the 1900s, some women made their underwear from bags that grocers used for rice or flour. Poor children often didn't wear underwear. Some impoverished families even made prams from orange boxes. In the early 20th century, it was uncommon for married women to work, except during wartime. However, in the 1950s and 1960s, it became more common for them to work, at least part-time. New technology made it easier for women to engage in paid work. Before the 20th century, housework was so time-consuming that married women didn't have the time for formal employment. Simultaneously, the economy evolved. Manufacturing became less dominant, and service industries grew, creating more opportunities for women.

In 1900, women typically wore long dresses, and it was considered inappropriate for women to show their legs. Around 1910, women began wearing hobble skirts, which were so narrow that women could only "hobble" along while wearing them. However, during World War I, women's clothing became more practical. In 1913, Mary Phelps Jacob

invented the modern bra using two handkerchiefs joined by a ribbon. In 1915, lipstick was sold in tubes for the first time. In the early 1920s, women still wore knickers that ended below the knee, but during the 1920s, knickers became shorter, ending above the knee. During the 1940s and 1950s, younger women began wearing briefs. A fashion revolution occurred in 1925 when women started wearing knee-length skirts. In the mid to late 1920s, it became fashionable for women to adopt a more boyish appearance. However, in the 1930s, women's fashion became more conservative.

In the 19th century, men's underwear covered almost the entire body, stretching from the ankles to the neck and wrists. However, in the 1920s, men began wearing shorts that ended above the knee and sleeveless vests. The first Y-fronts went on sale in the mid-1930s. In the 1950s, it was widely expected that women should have dinner ready, retouch their makeup, tidy up, and quiet the children before their husbands came home from work.

Despite progress in many areas, a new survey titled "British Social Attitudes 35" revealed that nearly three-quarters of the British public still believe in traditional gender roles, with women responsible for taking care of the home while men go out to earn a living. This belief is more prevalent among men and those aged 45-54, while those with higher education and household incomes are more likely to support women in the workplace. While women have made significant strides in paid employment, many inequalities still persist. Women with low or no qualifications have lower employment levels and are more likely to be in low-paid jobs compared to men with similar backgrounds. The gender pay gap remains a significant issue, and there are ongoing debates about whether gender differences in employment reflect inherent abilities or socially-constructed inequalities.

In recent years, there has been increased public awareness and discussion about issues related to behavior, such as "mansplaining" and appropriate sexual conduct. Exposés of harassment have led to scandals in various sectors. The survey also reveals changing attitudes toward gender roles, with a growing consensus that traditional gender divisions are no longer suitable for the 21st century. However, it's unclear whether these changing opinions reflect genuine belief in gender parity or are motivated by pragmatism and evolving social norms. Nevertheless, the data suggests that there is increasing acceptance

that both men and women are equally suited to all jobs, and that neither gender is "naturally" better at certain tasks.

1.8. Class Structure between Victorian and Elizabethan Periods

The Queen is approaching a historic milestone as the longest-reigning monarch in British history. There are just 216 days left to surpass Queen Victoria's record. Queen Victoria's reign, began in 1837 with her accession to the throne and ended with her death in January 1901, spanned exactly 63 years and 216 days.

Reflecting on Queen Victoria's era, we find typical themes that defined that period. Victorian Britain was characterized by its wealth, power, and confidence in its global prominence. It was a time when Britain saw itself as a world leader, and it held a strong sense of self-importance. The prevailing moral values of the time often appeared harsh and unforgiving.

It's interesting to note that Shakespeare's work, which is celebrated today, might have been considered too scandalous for public consumption during the Victorian era. The term "Elizabethan" is commonly used to refer to the reign of Queen Elizabeth I, which occurred four centuries prior to Queen Victoria's reign.

Queen Victoria's reign was very much a product of its time, marked by her conservative political views and the prevailing attitudes toward sex and morality. Her image, often depicted in somber and regal attire, aligns with our perception of the Victorian era. During the 19th century, the British middle class played a significant role in shaping the world, and their desire was for stability amid the uncertainties of the time.

Comparing Queen Victoria and Queen Elizabeth II, we can see two queens who have provided symbols of stability and continuity in Britain, albeit following very different paths. Queen Victoria presided over a period during which Britain rose to become the wealthiest and most powerful nation globally, driven by industries like iron, coal, textiles, and railways. There were philanthropists and political activists working to alleviate poverty, but Victorian morality was often severe and had consequences, as seen in the downfall of playwright Oscar Wilde.

In contrast, Queen Elizabeth II has seen Britain's empire evolve and diminish, and she has witnessed significant changes in attitudes toward gender and race during her reign. While Britain is no longer the dominant global power it once was, increased prosperity has led to social transformations and greater acceptance of diversity.

Both queens have left their marks on history, each in her unique way, and their reigns provide insights into the evolving values and perspectives of their respective times.

1.9. Gender Ideology between Victorian and Elizabeth II Ages

Gender ideology and role ideology encompass attitudes and beliefs about the acceptable roles, rights, and responsibilities of women and men in society. These concepts can pertain to various domains such as economics, family, law, politics, and social life. Gender ideology can manifest as general beliefs about gender roles or more specific views within particular domains.

One perspective on gender ideology contends that the differences between men and women are primarily the result of societal norms, education, and social conventions. It asserts that individuals can choose their gender roles independently of biological factors, such as anatomy and psychology. This perspective emphasizes the role of society in shaping gender roles and argues that biology has little to do with determining one's gender identity. It essentially views male and female differences as social constructs rather than biological imperatives.

It's important to note that this perspective on gender ideology does not align with established scientific knowledge, which recognizes biological differences between the sexes. Biological factors do play a role in determining secondary sexual characteristics, reproductive functions, and psychological aspects, although these differences exist on a spectrum and do not dictate rigid gender roles.

Historically, societal gender roles were often highly segregated, with men and women expected to occupy distinct spheres of life. Men were typically associated with the public sphere, characterized by attributes such as power, activity, bravery, and rationality. Women were associated with the private sphere, where qualities like passivity, domesticity,

emotionality, and religiosity were valued. These traditional gender roles often dictated expectations around marriage, family life, and societal contributions.

Over time, the women's liberation movement of the 1960s and 1970s challenged these traditional roles, leading to significant changes in societal attitudes and legal recognition of gender equality. Laws and norms have evolved to address gender disparities and promote equal opportunities and rights for all individuals, regardless of gender.

In contemporary legal contexts, questions about how different individuals are perceived, represented, and protected under the law have become increasingly important. Legal scholars and activists have worked to analyze and challenge various aspects of the law to ensure that it aligns with principles of gender equality and does not perpetuate discrimination or bias.

The reference to Queen Elizabeth endorsing gender equality and equal rights within the Commonwealth Charter is a significant acknowledgment of the importance of gender equality as a fundamental human right. It reflects broader global efforts to address gender disparities and promote equal opportunities for individuals, regardless of their gender or sex.

1.10. Conclusion

In this chapter, we have explored the era of Queen Elizabeth II, a period characterized by a renaissance of ideas and the development of an open-minded society. Throughout this time, we have witnessed the gradual achievement of women's rights and gender equality, as well as the increasing acceptance of free religious choice. Following the reign of Queen Victoria, Queen Elizabeth II assumed the throne, ushering in a new era filled with challenges and opportunities. She demonstrated resilience and solidarity in guiding her society through these transformative times.

However, we have also delved into the contrasting ideologies and perspectives on gender and class structures that coexisted during the reigns of these two Queens. The Victorian era

was marked by distinct gender roles and societal norms, which have since evolved into a more equitable and inclusive framework.

In essence, within the same empire, we find a society that experienced different systems and strategies under the leadership of two remarkable female monarchs. These contrasting approaches and changing ideologies reflect the complexities of a glorious kingdom adapting to the shifting tides of history and societal values.

General

Conclusion

The Victorian Era had a profound impact on England. Before this period, much of England grappled with poverty and squalor. However, the Victorian Era marked a significant transformation, particularly for the upper classes, and is often considered a time of peace and prosperity compared to earlier years. It also brought forth numerous important individuals and inventions that continue to shape our world today. It's worth noting that many everyday items, such as the light bulb and the telephone, were invented during this era, making its influence not only important for England but also for the entire world.

As the name suggests, Victorian morality was characterized by the moral views prevalent during Queen Victoria's reign (1837-1901) and the broader moral climate in mid-19th century Great Britain. These moral views were often seen as strict and non-indulgent, with a notable intolerance toward sexual promiscuity and legal transgressions. Additionally, individuals of this era were often described as having dour dispositions.

The Victorian Era was a time of cultural insecurity, marked by a strict moral code that aimed to establish a clear framework for acceptable behavior. This code can be seen as a reflection of a society attempting to regain control over its values and norms, offering a way to navigate the complexities of a changing world. The era was also characterized by the expansion of the British Empire and the resulting cross-cultural contacts, which influenced the way Englishmen perceived society and their role in it.

Queen Victoria's reign, which lasted for decades, had a significant impact on the British Empire. She presided over an empire that covered a quarter of the world's landmass and had 400 million subjects. Despite her vast responsibilities, she maintained a connection with those who supported her, as evidenced by her requests to include personal mementos in her coffin. Queen Victoria's indomitable leadership style, even in challenging times, left an enduring mark on history.

The 19th century didn't transition peacefully into the 20th century. The era was dominated by technological advancements and imperial ambitions, leading to conflicts and the redefinition of societal norms. The pursuit of modernity often came at a high cost, as seen in the devastating battles like Passchendaele and the Somme during World War I. Despite these challenges, Queen Elizabeth II's monarchy has adapted to the evolving demands of society, modernizing its presence through digital platforms. However, questions about the monarchy's future persist, particularly in the wake of her long and successful reign.

In her 70-year reign, Queen Elizabeth II has become the longest-reigning monarch in British history, surpassing Queen Victoria. Her reign has been marked by global visibility, with numerous public appearances and engagements. This accessibility has contributed to her popularity among the British public. Yet, as her reign nears its end, challenges loom for her successor, Prince Charles, as he seeks to navigate a divided and complex nation, representing a significant test for the monarchy's future in a changing world.

This dissertation explores the British Empire and its evolution through two chapters. The first chapter delves into the components and foundations of the British Empire, offering a comprehensive overview. The second chapter focuses on the reigns of Queens Victoria and Elizabeth II, highlighting their differing approaches in governing the same United Kingdom during distinct eras, while also identifying commonalities. The past, with its social and economic influence, continues to shape Britain's present. Understanding the historical origins of the British Empire is essential for comprehending contemporary British society and politics.

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Abstract

The aim of this study is to examine the two eras of Victorian and Elizabethan periods from 19th to the early 20th century. The study gives us a view about gender, class and system during that time. It is clear that Queen Victoria came to represent the ideal image of femininity that was revolved around family, and all women's responsibility as to focus on loving, respecting her husband before anything else, doing her duties in a perfect way in addition to the household. However Queen Elizabeth II who was one of the longest reigning monarchs in history, came to the throne in 1952 her reign has witnessed some astonishing changes in Britain and the world for 70 years she has tried to make the monarchy more relevant in a changing society, her personal life has seen much turbulence she successfully rebranded and modernized the monarchy while keeping its colourful pageantry intact, it is important to try to know how Britain survived so many years with the monarchy as its system of government while other countries did not and preferred another system like a republic with a president at the top of their government. The dissertation is divided into two chapters the first chapter involves an overview about class, gender, structure, system. The second chapter spotlights on Victorian and Elizabethan II the two different periods and how Queens as women ruled the same communities in successive periods of time generation after the other, their views and standards toward men and women positions in society. Through this work there is an attempt to understand how a woman and a head of a family could lead and represent a whole nation, having no choice but to accept her fate. To have an answer, an understanding of the monarchy, its background, its functioning, its environment, and its components are required.

ملخص:

الهدف من هذه الدراسة هو فحص أجز الفترتُن الفُ كتورُة والإل زابُ نة من القرن التاسع عشر إلى بدأة

القرن العشرُن , تعطُنا الدراسة وجهة نظر حول الجنس والطبقة والنظام خلال تلك الفترة ، ومن

الواضح أن الملكة فُ كتورُة جاءت لتمثل النموذج المثال صورة الأنوثة الت كانت تدور حول الأسرة ،

ومسؤولُة جمُوع النساء فُ التركُز على المحبة ، واحترام زوجها قبل أي شئ آخر ، والقُام بواجباتها بطرُفة مثالُة بالإضافة إلى الأسرة. الملكة إل زابُة توجت فُ النارُخ. ، إلى العرش فُ عام 1952 ،

شهد عهدها بعض التُعُرات المذهلة فُ برُطانُة والعالم لمدة 70 عامًا ، حاولت جعل النظام الملكُ

أكثر صلة بمجتمع متعُر ، وشهدت حُاتها الشخصُة الكتُور من الاضطرابات ، وقد نجحت فُ تعُر

علامتها التجارُة و تحدث النظام الملكُ مع الحفاظ على مهرجان ملون سلُ ما ، من المهم محاولة

معرفة كُف نجت برُطانُة لسنوات عدُدة مع النظام الملكُ كنظام حكومتها بِنما لم تفعل الدول الأخرى

، وفضلت نظامًا آخر مثل الجمهورُة مع وجود رؤُس على رأس حكومتها. تنقسم الرسالة إلى فصلُن ،

شُمل الفصل الأول نظرة عامة حول الطبقة والجنس والبنُة والنظام. فُ العصر الفُكتوري والإل زاب
نُ

الثانُ فترتان مختلفتان وكُف حكمت كونز كنساء نفس المجتمع فُ فترات متعاقبة من الزمن حُ لا تلو

الأخر ، وجهات نظرهم ومعاًرهم تجاه مناصب الرجال والنساء فُ المجتمع ، ومن خلال هذا العمل

هناك محاولة لفهم كُف مكن للمرأة ورأس الأسرة أن قودوا وُمتلوا أمة بأكملها ، ولُس لدُهم حُار

سوى قبول مصُرها. وللحصول على إجابة ، لُزم فهم النظام الملكُ وخلفُته وعمله وبُنُته ومكوناته

Résumé

Le but de cette étude est d'examiner les deux salaires des périodes victorienne et élisabéthaine du 19^e au début du 20^e siècle. L'étude nous donne une vue sur le genre, la classe et le système à cette époque. Il est clair que la reine Victoria est venue représenter l'idéal image de la féminité qui tournait autour de la famille, et de la responsabilité de toutes les femmes de se concentrer sur l'amour, le respect de son mari avant toute autre chose, de faire ses devoirs de manière parfaite en plus du ménage. Cependant, la reine Elizabeth II qui est l'une des plus anciennes régnantes monarque dans l'histoire., est montée sur le trône en 1952, son règne a été témoin de changements étonnants en Grande-Bretagne et dans le monde pendant 70 ans, elle a essayé de rendre la monarchie plus pertinente dans une société en mutation, sa vie personnelle a connu beaucoup de turbulences, elle a réussi à renommer et a modernisé la monarchie tout en gardant son appareil coloré intact, il est important d'essayer de savoir comment la Grande-Bretagne a survécu tant d'années avec la monarchie comme système de gouvernement tout en d'autres pays ne l'ont pas fait et ont préféré un autre système comme une république avec un président au sommet de leur gouvernement. La thèse est divisée en deux chapitres, le premier chapitre implique et une vue d'ensemble sur la classe, le sexe, la structure, le système. Le deuxième chapitre met en lumière victorien et élisabéthain II les deux périodes différentes et comment les reines en tant que femmes ont gouverné la même communauté dans des périodes successives de génération après l'autre, leurs points de vue et leurs normes concernant les positions des hommes et des femmes dans la société. À travers ce travail, il y a une tentative de comprendre comment une femme et un chef de famille pourraient diriger et représenter toute une nation, n'ayant d'autre choix que d'accepter

son sort. Pour avoir une réponse, une compréhension de la monarchie, de son contexte, de son fonctionnement, de son environnement et de ses composantes est nécessaire.