

**THE SOCIAL PROBLEMS OF FRENCH REVOLUTION IN DICKENS'**

***A TALE OF TWO CITIES***



**THESIS**

**Submitted to the Faculty of Cultural Sciences of Hasanuddin University in  
Partial Fulfillment of Requirements to Obtain Sarjana Degree in English  
Literature Study Program**

**Written By**

**MUHAMMAD ILHAM NUR**

**F211 16 328**

**ENGLISH LITERATURE STUDY PROGRAM**

**FACULTY OF CULTURAL SCIENCES**

**HASANUDDIN UNIVERSITY**

**MAKASSAR**

**2020**

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Muhammad Ilham Nur

NIM : F21116328

Judul Skripsi : The Social Problem of French Revolution in Dickens' *A Tale of Two Cities*

Fakultas/Jurusan : Fakultas Ilmu Budaya/Sastra Inggris

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Yang menyatakan,



Muhammad Ilham Nur

**THESIS**  
**THE SOCIAL PROBLEMS OF FRENCH REVOLUTION IN DICKENS'**  
***A TALE OF TWO CITIES***

**BY**  
**MUHAMMAD ILHAM NUR**

Student ID Number: F21116328

It has been examined before the Board of Thesis Examination on October 16<sup>th</sup>, 2020 and is  
declared to have fulfilled the requirements.

Approved By  
Board of Supervisors

Chairman

Secretary



**Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.**  
NIP. 196503031990021001



**Andi Inayah Soraya, S.S, M.Hum**  
NIP. 198912272015042002

Dean of Faculty of Cultural Sciences of  
Hasanuddin University

Head of English Literature Study Program



**Prof. Dr. Akin Duli, M.A.**  
NIP. 196407161991031010



**Dr. Abidin Pammu, M.A., Dipl.TESOL**  
NIP. 196012311986011071

**ENGLISH LITERATURE STUDY PROGRAM**  
**FACULTY OF CULTURAL SCIENCES**  
**HASANUDDIN UNIVERSITY**

**AGREEMENT**

On Monday, October 16<sup>th</sup> 2020, the Board of Thesis Examination has kindly approved a thesis by Muhammad Ilham Nur (F21116328) entitled *The Social Problems of French Revolution in Dickens' A Tale of Two Cities*, submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 16<sup>th</sup> October 2020

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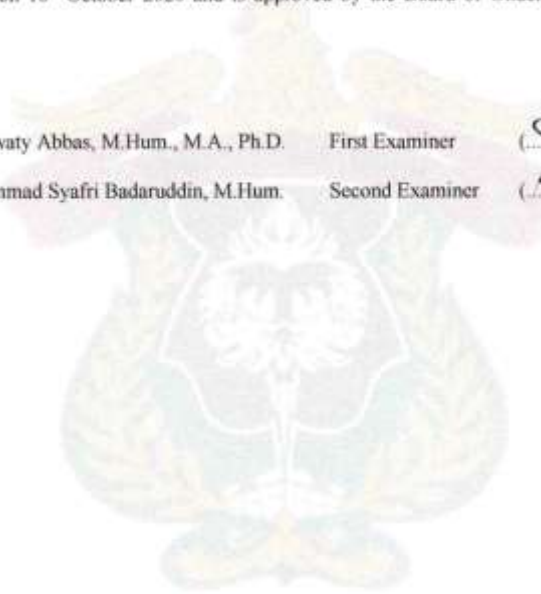
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The thesis by Muhammad Ilham Nur (F21116328) entitled *The Social Problems of French Revolution in Dickens' A Tale of Two Cities* has been revised as advised during the examination on 16<sup>th</sup> October 2020 and is approved by the Board of Undergraduate Thesis Examiners:

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2. Dr. Muhammad Syafri Badaruddin, M.Hum. Second Examiner



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With reference to the letter of the dean of Faculty of Cultural Sciences of Hasanuddin University No. 367/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Muhammad Ilham Nur (F21116328) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, October 26<sup>th</sup>, 2020

Approved by

First Supervisor

Second Supervisor



**Prof. Drs. Burhanuddin Arafah, M.Hum. Ph.D**

NIP. 196503031990021001



**Andi Inayah Soraya, S.S., M.Hum.**

NIP. 198912272015042002

Approved by the Execution of Thesis Examination by  
The Thesis Organizing Committees

On Behalf of Dean  
Head of English Literature Study Program



**Dr. Abidin Pammu, M.A., Dipl.TESOL.**

NIP. 196012311986011071

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The researcher

Muhammad Ilham Nur

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## ABSTRACT

**Muhammad Ilham Nur. *The Social Problems of French Revolution in Dickens' A Tale of Two Cities* (supervised by Burhanuddin Arafah and Andi Inayah Soraya).**

This thesis aims at analyzing social problems during the French Revolution reflected in Dickens' *A Tale of Two Cities* and to find the right solution to it, either from the novel or from the real event of the French Revolution which was recorded in history.

This thesis applies the theory of sociology of literature to analyze social problems reflected in certain events in the novel during the revolution, and the solution to the social problems which can be found in the novel and the history of the French Revolution.

After conducting this study, it is understood that there is a correlation between the novel and the social condition when the novel was written. Power abuse, homicide/mass murder, violence, poverty, and slavery reflected in the novel were also happened during the French Revolution in the 18<sup>th</sup> century, even though the solutions from the novel and history show some differences.

Keywords: Social Problem, French Revolution, *A Tale of Two Cities*.

## ABSTRAK

**Muhammad Ilham Nur. *The Social Problems of French Revolution in Dickens' A Tale of Two Cities* (dibimbing oleh Burhanuddin Arifah dan Andi Inayah Soraya).**

Tesis ini bertujuan untuk menganalisis masalah-masalah sosial selama Revolusi Perancis yang tercermin dalam *A Tale of Two Cities* oleh Charles Dickens dan mencari solusi yang tepat untuk itu, baik solusi dari novel maupun solusi dari peristiwa nyata Revolusi Perancis yang tercatat dalam sejarah.

Tesis ini menerapkan teori sosiologi sastra untuk menganalisis masalah-masalah sosial yang tercermin pada peristiwa-peristiwa tertentu dalam novel pada masa revolusi, dan juga menganalisis pemecahan dari masalah-masalah sosial yang dapat ditemukan dalam novel dan dalam sejarah Revolusi Perancis.

Setelah penelitian ini dilakukan, dapat dipahami bahwa terdapat korelasi antara novel dengan kondisi sosial yang melingkupinya pada saat ditulis. Penyalahgunaan kekuasaan, pembunuhan tunggal/pembunuhan massal, kekerasan, kemiskinan, dan perbudakan yang tercermin di dalam novel juga terjadi selama masa Revolusi Perancis pada abad ke-18, walaupun solusi dari novel dan dari sejarah menunjukkan beberapa perbedaan.

Kata Kunci: Masalah Sosial, Revolusi Perancis, *A Tale of Two Cities*.

## CHAPTER I

### INTRODUCTION

This chapter consists of Background of Study, Identification of Problem, Scope of Problem, Research Question, Objective of Study, Significance of Study, and Sequence of Chapter.

#### 1.1 Background of Study

The social problem is a common issue in the world. The society from the past time, present time, and possibly in the future time always face this kind of issue. It is like a chronic disease to the human population, because some of the social problems happen from time to time. Luckily, humans with their adaptability always try to find a way to face one problem to another and eventually find the perfect solution to solve it.

There are many ways to see the social problem within society, and one of the ways is through literary work. Wellek and Warren (1963: 22) stated that *the term literature seems best if it is limited to the art of literature, i.e. to imaginative literature*. Literature is also produced by the imagination of the author. Literature is not just a document of facts, it is not just the collection of real events though it may happen in the real life. Literature can create its own world as a product of unlimited imagination. In other words, literature is a piece of artistic writing, derived from the deepest thought, combined with the reflection of the real-life

situation and the imagination of the author, which can affect many aspects of human life.

In speaking literature, there are three general types; poetry, prose, and drama. The form of each type is different. In terms of the broadness of the story and the complexity of the plot and characterization, novel can affect the life of an individual greater than the other form of literary works. Because of that, novel is the most interesting and one of the most challenging thing to analyze. The readers of a novel can get a picture of the social life of the people of the time when the novel was written, which depicted very well in the novel.

There are many great authors of novel, and Charles Dickens can be considered as one of the greatest authors. Charles Dickens was a British novelist, journalist, editor, illustrator, and social commentator who wrote such fantastic classic novels such as *Oliver Twist*, *A Christmas Carol*, *Nicholas Nickleby*, *David Copperfield*, *A Tale of Two Cities*, and *Great Expectations*. Dickens through his works managed to bring a great change to society because it contains criticism of the Victorian Era, which makes him one of the most influential writers in the 19th century.

Looking at the influence that Dickens has made, and also the greatness of the story of his novels, the researcher decided to analyze one of his literary work, which is *A Tale of Two Cities*. The novel itself tells a story about Charles Darnay who tries to escape his heritage as a French aristocrat in the years leading up to the French Revolution. During the Revolution, he is captured, but Sydney Carton,



a man who looks like Darnay, takes his place and dies on the guillotine. A story of love, friendship, social stratification, poverty, power abuse, rebellion, terror, sacrifice, and so on happens through the story, and beautifully described by Charles Dickens in his novel.

France, which is the setting of place of the novel, became famous because of how civilized their people are, from then until now. But France also has a dark past, a history of revolution which caused so many casualties during the period. Because of this, the researcher decided to choose Dickens' *A Tale of Two Cities* because it has complete pictures of the social condition during the French Revolution which was well-described by Charles Dickens through his novel.

The reason for analyzing the social problems within the novel of *A Tale of Two Cities* because there are so many social problems which depicted in the novel that also happened around the world and become the main issue until now, such as social gap, hunger, poverty, rebellion, mass murder, chaotic government and so on. These issues are really interesting to analyze because all of these issues seem to not have an ending and happened over and over again.

The researcher realizes that the novel is very famous indeed, and the researcher assumes that many people have conducted a study in which *A Tale of Two Cities* becomes the object of research. Because of that, the researcher conducts a new kind of research, and this could fill the gap of the previous researchers. The research itself will focus on the social problem before and during the French revolution, such as what causes the problem happened, what is the

problem happened after, and the solution of the problem in the novel. These three focuses thoroughly analyzed because there is no such research that analyzes those matters previously, and that makes this research is important to be conducted.

Based on the explanation above, the researcher comes with the title *The Social Problems of the French Revolution in Dickens' A Tale of Two Cities*. The researcher hopes that after successfully conducting the study, this thesis will be useful to many people, whether for the next researchers or for the students who want to use this thesis as their reading material.

## **1.2 Identification of Problem**

After reading the novel several times, there are some problems that occur in the novel of *A Tale of Two Cities*:

1. Conflict between the main character (Charles Darnay's Family) and the Revolutionaries (the Defarge couple).
2. Psychological condition of the main character (Dr. Manette).
3. The social problems in France before (poverty, hunger, social gap, power abuse) and during the French revolution (mass murderer, unjust law, riot, rebellion)

## **1.3 Scope of Problem**

Based on the identification of the problem above, the researcher determines to identify the social problems in France before and during the french revolution,

because this problem can become an inspiration for many people to make a good civilization.

#### **1.4 Research Questions**

After limiting the scope of the problem, the writer formulates the research questions into two questions as follows:

1. What kind of social problems during the French Revolution were reflected in Dickens' *A Tale of Two Cities*?
2. What is the solutions to overcome the social problems during the French Revolution which were reflected in Dickens' *A Tale of Two Cities*?

#### **1.5 Objective of Study**

Based on the research questions, the objectives of the study are :

1. To identify the kinds of social problems during the French Revolution which reflected in Dickens' *A Tale of Two Cities*.
2. To provide the solutions how to overcome the social problems during the French Revolution in Dickens' *A Tale of Two Cities*.

#### **1.6 Significance of Study**

After conducting this study, the researcher hopes this research will be helpfully for:

1. Theoretical purposes; this study will be a reference or supporting data for the next researchers who want to analyze the social problems of a different object of study.
2. Practical purposes; this study hopefully opens the eyes of the people around the world, in order to avoid the same social problem which reflected in the novel.

### **1.7 Sequence of Chapter.**

This thesis consists of five chapters, which are chapter I, chapter II, chapter III, chapter IV, and chapter V, which also contains several subparts. In chapter I, there are seven subparts, and those are the background of study, identification of problem, scope of problem, research question, objective of study, significance of study, and sequence of study. In chapter II, there are four subparts, and those are previous study, the theory of sociology of literature, general view of social problem, and French revolution. In chapter III, there are four subparts, which are methodological design, method of collecting data, method of analysis, and research procedure. In chapter IV, there are two subparts, which are kinds of social problems during the French Revolution in Dickens' *A Tale of Two Cities* and the solution of the social problems during the French Revolution in Dickens' *A Tale of Two Cities*. In chapter V, there are two subparts, which are conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher presents some theories to support the analysis while conducting the research. There are two theories which will be explained in this chapter, the theory of sociology of literature and the theory of social problem.

#### 2.1 Previous Study

There are some previous studies that are relevant with this study; those are from Sharma (2004), Gutowska (2005), and Gholami and Joodaki (2014). The researcher will use those as references or supporting data to help the researcher analyzing the data.

Sharma (2004) in *Creative Writing and Criticism: The French Revolution in the Eyes of Charles Dickens* explains the French Revolution according to Charles Dickens. In his thesis, there are some gaps because he only explains about the personal opinion of Dickens about the French Revolution.

Gutowska (2005) in *Fictions of revolution in A Tale of Two Cities and Romola* explains how clever Charles Dickens is, that he can depict the social phenomenon in his novel. In the thesis of Gutowska, there are still some gaps in her research because it only talks about the influences that Dickens got and how clever Dickens uses those influences in his novel.

Gholami and Joodaki (2014) in *A Social Study of Poverty in Charles Dickens's Hard Times, Bleak House, and Oliver Twist* explain how the poor people live in society during the Victorian Age in England. In this journal, it only talks about

poverty, which still has some gaps because there are some other kinds of the social problem besides that.

With these previous studies, the researcher found that the previous researchers did not analyze the social problems before and during the French Revolution thoroughly, such as what makes that happen, what comes after, and what is the solution. Because of that, the writers decided to analyze those gaps which never analyzed before, which is the social problems that happened before and during the French Revolution and the solution to them.

## **2.2 Theory of Sociology of Literature**

Hippolyte Taine (Laurenson and Swingewood, 1972: 31), a Frenchman, is regarded as the father of the sociology of literature. Taine provided a systematic formula of 'race, milieu (environmental condition), and moment (socio-political condition)' to comprehend and analyze literature in the context of the sociological approach to the study of literature. The combination of these three factors (race, milieu, and moment), according to Taine, produces a mental structure of the authors which later materialized in their works.

Sociology of Literature is one of the branches of literary research which is reflective, which means that this theory is used by many researchers who want to analyze the literary work as a reflection of the life of the society. In many cases, social life will be a trigger of the birth of literary work. Because of that, literary work can be considered as good work only if it was able to reflect the social condition of the time that it was written.

Taine (1886: 1) in his book of *History of English Literature* stated that:

“It was perceived that a work of literature is not a mere play of imagination, a solitary caprice of a heated brain, but a transcript of contemporary manners, a type of a certain kind of mind. It was concluded that one might retrace, from the monuments of literature, the style of man's feelings and thoughts for centuries back.”

This statement clearly shows that a literary work reflects not only the imagination of the author, but also with the manners, the way of thinking of the people from centuries back. This means that literary works reflect the society, not just a product of pure imagination.

Rationalization in the research of sociology of literature defined by Glickberg in Endraswara (2013: 77) as:

“all literature, however fantastic or mystical in content, is animated by a profound social concern, and this is true of even the most flagrant nihilistic work.”

By looking at this statement, the researcher can conclude that every literary work, despite the form, depicts the social condition or the life of the society.

According to Goldmann (1975: 4):

“Basically, the novel, for the first part of its history, was a biography and a social chronicle and so it has always been possible to show that the social chronicle reflected to a greater or lesser degree the society of the period – and one does not have to be a sociologist to see that.”

It means that literary work especially novel can be a reference to identify the social condition at the time when the novel was written. Thus, only a good literary that can reflect the social chronicle of the societies, because some authors consider a novel as just a material to sell, so it has lesser value than the work in which the author is thinking about producing a good literary work for the reader.

Based on the above definitions, the researcher concludes that sociology of literature focusing on the social condition that reflected in the literary work, which already combined with the imagination of the author. The sociology of literature theory works by analyzing the social background of the author, the social condition of the time when the literary work was written, and the connection between the real-life event, which are the social life of the author and the social condition when he/she wrote his/her work and the event that happened in the novel. Finding that connection is the main purpose of using the sociology of literature approach, to prove that a literary work is not just a pure imagination of the author, but it is combined with the social life of the author and the society.

By looking at some definitions above and how the theory sociology of literature works in analyzing literary works make the researcher decide to choose the theory. The theory sociology of literature is really suitable to fulfill the needs of the researcher because the researcher needs to find out the social condition and the problems within the society which are reflected in the novel, which can easily discover by using the theory sociology of literature.

### **2.3 General View of Social Problem**

The following explanations are just supporting definitions, to help the researcher to identify the event of the novel that can be classified as a social problem.

Hart (1923: 5) through his journal of *What is Social Problem?* define:

A social problem is a problem which actually or potentially affects large numbers of people in a common way so that it may best be solved by some measure or measures applied to the problem as a whole rather than by dealing



with each individual as an isolated case, or which requires concerted or organised human action.

Barkan (2012: 4) in his book of *A Primer on Social Problem* said that *any condition or behavior/activity which has negative impacts for the population of people and being recognized by many people is called social problem*. This definition has both an objective component and a subjective component. The objective component is any condition or behavior can be considered as a social problem if it has negative consequences for large numbers of people. For subjective component, the social problem can be said as a social problem if the citizens, policymakers, or other parties of a specific region or area generally agreed to call a particular condition or behavior social problems, because it varies depends on the region and its social and cultural background.

Looking at the two definitions above, the writer concludes that a problem can only be called a “social problem” when it has a potential or actual negative effect that affected a large number of people. So by knowing these terms, the researcher can easily identify and select the event in the novel that can be categorized as a social problem.

#### **2.4 French Revolution**

The French Revolution, which occurred from 1789 until 1799, violently transformed France from a country ruled by a monarch with a rigid social hierarchy into a modern nation where the social structure was loosened and power passed increasingly to the middle classes.

There is considerable controversy over the causes of the Revolution. There are some material factors (Sydenham, 1997: 1) such as: as the population increased, food supplies grew short; land had become divided into such small fields that most Frenchmen lived close to the poverty level; and after 1776 agricultural recession forced property owners to exploit their sources of revenue. Besides the material factors, commercial prosperity had stimulated the growth of a wealthy middle class that threatened the position of the established landed aristocracy. Also, other factors are the complexity of French society and the people questioning the importance of capitalism.

The weakness of the monarchy is also a crucial factor (Sydenham, 1997: 1). King Louis XVI (reigned 1774-92) was the absolute ruler of a united country, but actually the king had little freedom of action because so many rights or privileges were retained by provinces, towns, corporate bodies, the clergy, and the nobility. Moreover, since offices in the legal and administrative system--and the noble rank that went with them--could be purchased and passed on as property, a new aristocracy of ennobled officials had developed. These men were able to monopolize profitable employment, to frustrate royal reforms, and to prevent the monarchy from raising taxes to meet the ever-increasing costs of government and of war.

The expense of the French participation in the American Revolution made fiscal reform or increased taxation vitally important after 1783. Since no further revenue could be raised from a peasantry already overburdened by taxes and manorial dues, the royal ministers -- particularly Charles Alexandre de Calonne --

attempted to tax all landowners regardless of privileges. When this plan met with resistance in the law courts and provincial assemblies, the ministers tried to replace those bodies with more representative ones. In 1788 this led to the Aristocratic Revolt, a wave of defiance of totalitarianism that compelled the ministers to agree to convene the States-General for the first time since 1614.

### **A. The Revolution of 1789**

The first phase of the Revolution was marked by moral and physical violence (Sydenham, 1997: 1). The States-General met in 1789 in Versailles but were paralyzed by the refusal of the Third Estate (the Commons) to meet separately as a distinct, inferior body. On June 17 the Commons took the crucial revolutionary step of declaring their assembly to be the National Assembly, thereby destroying the States-General. This first assertion of the sovereign authority of the nation soon inspired a popular rising in Paris, marked by the storming of the Bastille on July 14. At the same time, urban and rural revolts occurred throughout France. Suspicions generated by the political crisis had aggravated the discontent aroused by the failure of the 1788 harvest and an exceptionally severe winter. The peasants pillaged and burned the chateaux of the aristocracy--an episode known as the Grande Peur ("Great Fear")--destroying the records of their manorial dues.

The National Assembly established a new legal structure by abolishing privileges, venality, and "feudal" obligations (August 4); formulating a Declaration of Rights (August 26); and specifying basic constitutional principles that left the king as the chief executive officer but deprived him of any legislative

power except a suspensive veto. Louis' reluctance to sanction these decrees led to a second Parisian uprising, the so-called March of the Women. On October 5 a mob marched to Versailles and forced the king, who had to be protected by the revolutionary national guard under the marquis de Lafayette, to surrender. Louis and his queen, Marie Antoinette, were moved immediately to Paris, followed by the Assembly. France thus became a constitutional monarchy, and legal distinctions between Frenchmen disappeared; but the king was practically a prisoner, and many people were permanently alienated by the pretensions of the Assembly and the prevailing disorder.

## **B. The Reconstruction of France**

In 1789-91, the National Assembly did much to modernize France (Sydenham, 1997: 1). Despite the Declaration of Rights, the reformed franchise still excluded the poor; but the public maintained its faith in freedom and unity, as shown in the first Festival of Federation, a celebration of national unity on July 14, 1790. Bankruptcy was prevented by the confiscation of ecclesiastical land, and the church and law courts were reconstructed to conform with a rational and uniform system of local government by elected councils. Dissension nevertheless developed as several drastic changes, such as the reorganization of the church by the Civil Constitution of the Clergy (1790), followed in rapid succession. In 1791 the call for a clerical oath of loyalty crystallized the conflict between the new sovereignty and traditional loyalties and split the whole country.

When King Louis tried to escape from Paris (the flight to Varennes, June 20, 1791), civil war seemed imminent. The Assembly, however, retained control. A Parisian crowd, which had assembled to demand a republic, was dispersed by force on July 17, and Louis was reinstated after he had accepted the completed Constitution of 1791. The Revolution was then believed to be over, and the National Assembly was dissolved on September 30. In reality, however, religious and social strife had shattered the unity of the Third Estate.

### **C. The Revolution of 1792**

In 1791-92 the hard-won constitution collapsed. On Apr. 20, 1792, the new Legislative Assembly declared war on Austria, which it believed to be instigating counterrevolutionary agitation and thus launched the French Revolutionary Wars (Sydenham, 1997: 1). Louis, who looked to Austria for aid, vetoed emergency measures, and Austrian and Prussian forces invaded France. Rebellion broke out in Paris. On August 10 the palace was stormed, and Louis was imprisoned by a new revolutionary Commune of Paris. The Legislative Assembly could only dispute the Commune's pretensions and order the election by manhood suffrage of a National Convention. Meanwhile, the invaders took Verdun, and alleged counterrevolutionaries were massacred in the prisons of Paris.

### **D. Foundation of the Republic**

The National Convention horrified Europe by establishing a republic (September 22, 1792), inaugurating a policy of revolutionary war, and sending the king to the guillotine on January 21, 1793 (Sydenham, 1997: 1). It was also

created conflict within France. A militant minority, the Monteguards, who spoke for Paris and the left-wing club called the Jacobins, demanded vigorous revolutionary measures. Their opponents, the Girondist leaders of the unformed majority, looked to the provinces and hoped to consolidate the Revolution. In the spring of 1793, as the military and economic situation deteriorated and a savage royalist rising began in the Vendee region of western France, the Monteguards gained ground. Emergency bodies such as the Committee of Public Safety and the Revolutionary Tribunal were then established, but unified leadership was lacking until the Parisian insurrection of June 2 forced the Convention to expel the Girondists and accept Monteguard control.

#### **E. The Reign of Terror, 1793-94**

The Monteguard Convention then had to deal with invasion, royalist civil war, and widespread provincial revolts against "the dictatorship of Paris" (Sydenham, 1997: 1). Initially, Georges Danton tried to calm the provinces, and the democratic Constitution of 1793 was approved by plebiscite and celebrated at a Festival of Unity (August 10). After July, however, Maximilien Robespierre's influence prevailed, and armies were sent to subdue rebellious cities. When the city of Toulon voluntarily surrendered to the British, a demonstration in Paris forced the National Convention to establish (September 5) the repressive regime known as the Terror. A fearful time ensued: the Committee of Public Safety struggled to organize the economy and the war effort; the Revolutionary Tribunal sent state prisoners, including the Girondists, to the guillotine; and agents of the Convention known as Representatives of the People enforced bloody repression

throughout France. A campaign of dechristianization, marked by a new Revolutionary Calendar computed from Sept. 22, 1792 (1 Vendemiaire, Year I), led to the closing of all churches on 3 Frimaire, Year II (Nov. 23, 1793).

From December 1793, when republican armies began to prevail, both at home and abroad, the Terror became identified with ruthless but centralized revolutionary government. Because protest against official policy was now classified as counterrevolutionary, moderate Monteguards such as Danton and extremists such as Jacques Rene Hebert, a leader of dechristianization, were guillotined early in 1794. The centralization of repression also brought countless victims before the Revolutionary Tribunal, whose work was expedited by the draconian Law of 22 Prairial (June 10). As a result of Robespierre's insistence on associating Terror with Virtue, his efforts to make the republic a morally united patriotic community became equated with the endless bloodshed. Finally, after a decisive military victory over the Austrians at Fleurus (June 26), Robespierre was overthrown by a conspiracy of certain members of the National Convention on 9 Thermidor (July 27, 1794). After trying in vain to raise Paris, the Robespierist deputies and most members of the Commune were guillotined the next day, July 28.

#### **F. The Thermidorian Reaction**

During the following period (1794-95) of the Thermidorian Reaction, government was so weakened that anarchy and runaway inflation almost overwhelmed the republic (Sydenham, 1997: 1). In the southeast the royalists

conducted a "white terror," and in Paris gangs of draft-dodgers, called la jeunesse doree ("gilded youth"), persecuted the patriots. Twice, in Germinal and Prairial (April and May, 1795), there were desperate risings demanding "Bread and the Constitution of 1793." Without the Monteguards and Jacobins, however, whose club was closed in November 1794, the Sansculottes (the name given to extreme republicans) could achieve nothing, and the Convention broke the popular movement permanently with the aid of the army. The death of the imprisoned dauphin (King Louis XVII) in 1795 and an unsuccessful royalist landing in Brittany also checked the reaction toward monarchy, enabling the Convention to complete the Constitution of 1795. This liberal settlement was approved by plebiscite, and it took effect after a reactionary rising in Vendemiaire (October 5, 1795) had been suppressed by General Napoleon Bonaparte.

### **G. The Directory, 1795-99**

The Constitution of 1795 established an executive Directory, two assemblies, and a property owners' franchise (Sydenham, 1997: 1). Many provisions, including the initial derivation of two-thirds of the deputies from the Convention, guarded the republic against any reversion to either democratic Terror or monarchy. The only attempt to renew violent revolution, Francois Babeuf's communistic Conspiracy of Equals (May 1796), was easily prevented; but executive weakness and the annual election of one-third of the deputies made stability unattainable .



In 1797 the directors purged the parliament ruthlessly, branding many deputies as royalists and sentencing them to the penal colony of French Guinea (called "the dry guillotine"). This coup d'etat of Fructidor (September 1797) was a devastating blow to all moderates. Thereafter, although administration improved and French power increased in Europe, coups against conservative or radical revivals occurred annually until 1799, when the Abbe Sieyes, determined to strengthen central authority, enlisted the aid of Bonaparte to effect the coup d'etat of Brumaire (November 9-10).

#### **H. The Consulate, 1799-1804**

The Constitution of 1799 established the Consulate with Bonaparte as First Consul (Sydenham, 1997: 1). He used his power to effect a remarkable reorganization of France, most notably reestablishing centralized control and restoring Catholicism by the Concordat of 1801. Constitutional controls and republican institutions were nonetheless steadily crumbled until the creation of the First Empire (1804-15) ended the revolutionary period.